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ABSTRACT

The report examines progress for school years 1979-80 and 1980-81 in implementing P.L. 94-142, The Education for All Handicapped Children Act. Following an executive summary and an introduction, an analysis of nine specific aspects of the law's implementation is detailed. A section on right to education cites data on screening, referral, evaluation, resource availability, placement options and vocational education opportunities, concluding that identification and programing efforts have expanded, with particular progress made in programs for secondary handicapped students. Attitudes, state and local requirements, local education agency practices and suggestions for reducing paperwork are among the factors considered in the section on individualized education programs (IEPs). The need for comprehensive state, district, and building level-planning in implementing the least restrictive environment mandates is emphasized. Data on due process hearings and surrogate parents are presented in the procedural safeguards section. Management problems are cited in the unit on protection in evaluation procedures, particularly in the issue of waiting lists and timeline delays. Trends toward decreased private school placements are noted. It is concluded in the section on the state's role in P.L. 94-142 that administration and monitoring systems have continually been improving. The federal government's administration is examined in terms of planning and coordination among 3 federal entitlement programs and 11 discretionary grant/contract programs. Appended information includes a description of specific evaluation activities from 1976-1981, and statistics on children served under P.L. 94-142. (CL)

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"TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL HANDICAPPED CHILDREN"

Public Law 94-142, Section 618

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Fourth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act

Prepared by the
Division of Educational Services
Special Education Programs

1982

U.S. Department of Education
T. H. Bell, Secretary

U.S. Office of Special Education and Rehabilitative Services
Jean Tufts, Assistant Secretary

EC 142471

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Foreword

This report on the progress being made to implement the Education for All Handicapped Children Act (P.L. 94-142) reflects a transitional period between Federal administrations. The new administration is committed to reviewing current education legislation and programs with a view towards consolidation, block grants, and reduction of regulations. The Federal role in education will be reduced and will increasingly be one of supporting State and local education agency priorities.

Against that background, the report indicates that the goals of P.L. 94-142 are being achieved steadily and effectively. The availability of a free appropriate public education for all handicapped children is becoming an ever-widening reality as the number of handicapped children being served continues to grow. Currently some 4.18 million handicapped children are being provided an individualized education program. The most recent personnel data indicate that 220,854 special education teachers and an additional 214,730 other school staff were employed in the 1979-80 school year to educate handicapped children. As a result of child identification efforts and the need for periodic reevaluations, State and local education agencies conducted an estimated two million individual evaluations in 1979-80. The evaluations of handicapped children and their educational programs are for the most part satisfactory to the children's parents. Parent satisfaction is evidenced by information reported by the States which indicates that objections and reservations by parents resulted in less than 2,600 hearings and appeals in 49 States during the entire 1979-80 year. This reflects parental satisfaction with more than 9,999 out of every 10,000 evaluations conducted, placements offered, or programs provided.

During what has been a transitional period of implementing a new Federalism designed to return the primary responsibility for administering public education to the States, the State and local education agencies have reviewed and secured their programmatic gains. The future direction of the Federal role in education will be one of enhancing the States' efforts to maintain the momentum that has been generated, to deal with the problems that remain, and to continue to improve the quality of educational opportunities provided to handicapped children.

Ed Sontag
Acting Director
Special Education Programs

Preface

Public Law 94-142, the Education for All Handicapped Children Act, provided that an annual report be made to Congress describing the progress being made in implementing the Act. This is the fourth annual report that has been prepared to provide Congress a continuing description of our national experiences in making available a free appropriate public education for all handicapped children.

The information presented in this report was obtained from several sources. National statistics on numbers of children receiving special education and related services, numbers of school personnel available and needed to provide such services, and numbers of handicapped children receiving special education in different educational environments are reported to Special Education Programs (SEP) by the States. The child count information was recorded on December 1, 1980; the rest of the information was provided for school year 1979-80 in the States' end-of-year reports. SEP's monitoring visits to the States have provided additional national data on the status of implementation. The report also includes information concerning technical assistance activities supported by SEP's Division of Educational Services, training activities supported by the Division of Personnel Preparation, and research and model demonstration projects funded through the Division of Innovation and Development. Finally information for school year 1980-81 is presented from a series of special studies supported by SEP, to describe, analyze, and disseminate findings of the progress being made and remaining barriers to implementing P.L. 94-142. These studies are listed in the Reference list at the end of the report.

Special Education Programs was originally the Bureau of Education for the Handicapped and then the Office of Special Education. Throughout the report, the agency is referred to as SEP, even in regard to developments occurring before its name was changed.

Table of Contents

	Page
Foreword	iii
Preface	v
Executive Summary	xi
Introduction	1
Right to an Education	17
Individualized Education Programs	27
Least Restrictive Environment	33
Procedural Safeguards	41
Protection in Evaluation Procedures	51
Private Schools	57
State Administration of P.L. 94-142	63
Special Education Programs' Administration of the Law	69
References	81
Appendix 1	83
Appendix 2	99
Appendix 3	117
Appendix 4	149
Appendix 5	177
Appendix Notes	181

List of Tables

Table 1: Number of Children Ages 3-21 Years Served under P.L. 89-313 and P.L. 94-142 by Handicapping Condition during School Year 1980-81..... 3

Table 2: Numbers of Handicapped Children Ages 3-21 Receiving Special Education and Related Services by Educational Environments from School Year 1976-77 to 1979-80..... 8

Table 3: Percent of Total School Population and Number of Children Screened for Handicapping Conditions..... 18

Table 4: Number of Districts Citing Reason for a Decrease in Time and Paperwork..... 31

Table 5: Complaints Forwarded to OCR by SEP from October 15, 1980, to September 1, 1981..... 70

List of Figures

Figure 1: Distribution of Children Ages 3-21 Served by Handicaping Condition, School Year 1976-77 and School Year 1980-81..... 4

Figure 2: Percent of Handicapped Children Served (Ages 3-21) in Four Educational Environments, School Year 1979-80.... 6

Figure 3: Environments in which 3-21 Year-Old Handicapped Children Were Served during School Year 1976-77 and School Year 1979-80..... 7

Figure 4: Special Education Teachers Available by Type of Handicapping Condition of Child Served from School Year 1976-77 to School Year 1979-80..... 10

Figure 5: School Staff Other than Special Education Teachers Available from School Year 1976-77 to School Year 1979-80..... 11

Figure 6: State Due Process Hearings, 1979-80..... 43

Figure 7: Local Due Process Hearings, 1979-80..... 44

Figure 8: Frequency of Issues Raised at State- and Local-Level Due Process Hearings, 1979-80..... 45

Executive Summary

Public Law 94-142, the Education for All Handicapped Children Act, calls for annual reports to be delivered to the Congress describing the progress being made nationally in implementing the Act. This is the fourth such report and provides information for school years 1979-80 and 1980-81.

Number of Children Served

- The number of children identified as handicapped and receiving special education and related services has continued to rise since the passage of P.L. 94-142.

  - In school year 1980-81, 4,189,478 handicapped children were provided services under P.L. 94-142 and P.L. 89-313. This number represents an increase of 153,259 children over school year 1979-80 and an increase of 480,890 since the first child count in 1976. Thus, during the past year the number of children receiving special education services increased by four percent, and for the past five years the increase has been almost 13 percent.

  - Since the 1979-80 school year, there have been significant increases in the number of children being served within certain categories of handicapping conditions--most notably, emotionally disturbed (21,018), multihandicapped (9,691), and learning disabled (162,701).

  - Data reported by the States indicate that youths 18 through 21 are increasingly being provided services by the public schools. The rate of growth for this population was 13 percent as compared to a three percent growth rate for children ages three through 17.

Setting

- For the most part, handicapped children are being served in regular education buildings with their nonhandicapped peers.

- Less than seven percent of handicapped children served under P.L. 94-142 and P.L. 89-313 are receiving their education outside of regular education buildings.

- During the past year, the number of handicapped children being educated in regular classes has increased by more than 200,000. However, the number of students in self-contained classes has also increased by five percent, and in separate schools by 42 percent. The latter increases took place primarily in 10 States. When asked the reasons for the increases, the States reported a number of factors including clerical or reporting errors, LEAs serving groups that had previously been served by other State agencies, and LEAs responding to pressure from parents for private placements. Special Education Programs (SEP) is currently conducting an analysis to more thoroughly understand these trends.

- The largest number of students served in separate schools in school year 1979-80 were visually handicapped and hearing impaired, and the largest number served in other educational environments were orthopedically impaired and other health impaired.

Personnel

- The number of special education and related services personnel employed to work with handicapped children has increased annually since 1976-77. In that year, 331,453 personnel were employed as compared to 435,584 in 1979-80. The annual rates of increase were 11 percent, 14 percent, and four percent, suggesting that the rate of growth may be tapering off.

- In addition to the personnel currently employed, the States projected that they would need 53,210 new special education teachers and 58,744 new related services personnel in school year 1980-81. For school year 1981-82, the projected figures were 43,192 for special education teachers and 47,536 for related services personnel. The greatest projected need was for teacher aides and for teachers of the multihandicapped, emotionally disturbed, hearing impaired, and orthopedically impaired.

Right to an Education

- The following indicate the efforts schools are making to identify and evaluate children who may need special education and related services:

  - Rand Corporation found that schools systematically screen 50 percent of the total school population for hearing impairments and 49 percent for vision impairments. For physical, speech, and mental impairments they screened 19, 12, and 3.8 percent respectively.

  - Applied Management Sciences (AMS) found that 25 percent of all regular elementary teachers had been provided training on how to conduct screenings in their classrooms.

  - AMS found that at the start of the 1980-81 school year approximately 55 percent and 34 percent, respectively, of all elementary and secondary regular education teachers had been trained to identify individual children whose problems were serious enough to warrant referral for formal assessment.

  - During the 1979-80 school year, the schools conducted evaluations for over two million children (750,000 newly evaluated and placed, approximately 200,000 evaluated and found not to need services, and 1.35 million, or one-third of the handicapped population, reevaluated). (The fact that the States reported nearly 750,000 newly evaluated and placed students but an increase of only 120,000 in the number of children served in 1979-80 indicates that 600,000 children previously served were no longer being served.)

- SRI reported that primarily because of a lack of adequate resources, certain gaps still exist in the identification and evaluation of handicapped students. Both SRI and NASDSE found a lack of systematic screening for students at the secondary level, and AMS found that only four out of every 10 secondary level regular education teachers had ever had training on how to identify students whose educational problems might stem from a handicapping condition. According to NASDSE, another group of children not readily

identified by traditional screening programs are those who differ from the general school population in such dimensions as language and mobility.

- SRI reported that compared to the great activity in previous years, in school year 1980-81 little expansion occurred in programs for handicapped children in general. However, the report did find expansion in programs for secondary level handicapped students. Particularly noteworthy changes included an expansion of secondary placement options for seriously emotionally disturbed and (to a lesser extent) trainable mentally retarded students; and the development and improvement of vocational education services, particularly for mildly impaired students.

Individualized Education Programs

- In a NASDSE study of 20 LEAs in 16 States, it was found that although 11 of the LEAs reported negative attitudes towards the time and paperwork involved in implementing the individualized education program (IEP) process, almost all had more positive attitudes than in the past. Eighteen of the 20 districts believed that despite the time and paperwork involved, the IEP process was worthwhile. All 20 said that even if present requirements were discontinued, they would still use something like the IEP, and 15 said they would retain the IEP in its present form.

- Further, of the 20 LEAs in the NASDSE study, only three reported that they had imposed no additional requirements beyond those set forth in P.L. 94-142. The 17 remaining districts reported from one to four additional requirements, with nine reporting two or more. Additions included having more participants at the IEP meetings, more content in the document, shorter timelines for developing the IEP, additional efforts to involve parents in the IEP process, and more frequent review.

Procedural Safeguards

- Under P.L. 94-142, when the parents and the school disagree about a child's special education program, either may request a due process hearing. At the

hearing, an impartial third party makes a decision which must be implemented unless it is appealed. In school year 1979-80, the total number of State-level hearings conducted in 49 States was 1,418, with a median of seven. In the 40 States reporting the number of local hearings, the total was 1,166, with a median of nine. Disputes most frequently concerned placement and the least restrictive environment.

- Evidence of State capacity to administer the due process hearing procedures--as identified by NASDSE in a five-State sampling--is illustrated by the fact that the States were found to have developed criteria for selecting candidates to be hearing officers, programs for training hearing officers, mechanisms for reviewing hearing officers' performance, and methods of monitoring to assure implementation of due process hearing decisions.

- Because the due process hearing procedure has been found to be more adversarial and costly than anticipated, some SEAs and LEAs have developed mediation procedures as a less formal means of settling disputes. NASDSE found that the directors of special education in nine LEAs in nine States had positive opinions about mediation and strongly believed that their relationships with parents were improved as a result of the process.

- When a child's parents cannot be found or when the child is a ward of the State, P.L. 94-142 calls upon the public agency to appoint a surrogate parent to represent the child in all matters relating to the child's education. In a NASDSE study, 11 States estimated the number of children in the State requiring surrogate parents. The estimates ranged from none to between 700 and 800. No States had surrogates representing more than .8 percent of the total handicapped population.

- Thirteen of 15 States in the NASDSE study reported that they provided formal training programs to surrogate parents, and all 15 reported monitoring surrogate performance.

Protection in Evaluation Procedures

- In a study of 50 SEAs and 30 LEAs, NASDSE found that 27 of the 50 SEAs had developed criteria for what constitutes a reasonable time period for completing the evaluation process once a student has been referred as needing evaluation for special education placement and that two additional SEAs were in the process of doing so. These timelines typically allowed 30 to 60 days for a school district to complete its evaluation process. That period also appeared to be the norm in States where timelines had not been formally established.

- Of the 48 SEA administrators responding to the NASDSE study, 36 (75 percent) reported that waiting lists of students requiring evaluations existed among some portion of their districts. About half of the 30 local administrators reported having evaluation waiting lists.

- Reasons given for waiting lists included increased demand for initial evaluations plus a requirement for reevaluations every three years; uneven demand, with many referrals occurring at the same time of the year; chronic understaffing among related services personnel who play key roles in the appraisal process; problems in coordinating and efficiently using available resources; and lack of control over the schedules of other agencies that provide evaluation services.

- LEAs and SEAs have made progress in solving the problems that cause waiting lists: Some LEAs have developed systems for reviewing referrals to ensure that all alternatives within the regular education program have been exhausted before conducting a special education evaluation. Further, some SEAs are making efforts to solve personnel shortages by, for example, serving as personnel clearinghouses, coordinating with university personnel preparation programs, and using State P.L. 94-142 monies to pay for personnel to assist LEAs in reducing waiting lists. Inservice training, revised forms and testing procedures, and computerized management systems all were found useful in reducing assessment waiting lists.

Private Schools

- In a study by NASDSE, 15 LEAs across the Nation indicated continuation of a trend reported in last year's Report to Congress of LEAs developing programs for students who once required private placements. A number of LEAs reported that they had developed specific standards aimed at assuring that private placements are made only when they are both necessary and appropriate. The LEAs indicated that a significant benefit of expanded services and careful review procedures was a reduction in the number of disputes in which parents rejected district placements in favor of private placements. The districts reported, however, that even with fewer private placements than in the past, the cost of such placements remains a concern both now and for the future.

- The 15 LEAs in the NASDSE study reported that evaluations were the primary service rendered to students placed in parochial or other private schools by their parents.

State Administration

- States have taken a number of steps in assuming responsibility for all educational programs for handicapped children within the State, as required by P.L. 94-142.

  - In a study conducted in nine States, Education Turnkey reported that special education had been elevated in the organizational hierarchy of the SEAs, and that there had been an increase in the size of the special education staffs and in special education expenditures.

  - All of the nine States in the Education Turnkey study reported that they had issued two or more versions of regulations reflecting major changes over the past seven years and that in most of the States the rule-making process related to P.L. 94-142 was continuing.

  - All of the States in the Education Turnkey study reported that they had undertaken from moderate to extensive initiatives to implement the requirement,

ranging from the creation of an interagency coordinating committee structure in one State to the negotiation of interagency agreements in all.

- In a study of monitoring activities in 19 States, NASDSE found that all were achieving more efficiency in preparing for, conducting, and following up on site visits. Furthermore, the States reported that they were using monitoring information as a guide for such other SEA operations as providing general Statewide technical assistance and conducting relevant research projects.

- Even though progress was apparent, SEP monitoring visits in 1980-81 found that none of the 21 States visited were effectively identifying all problems in educating handicapped children in accordance with P.L. 94-142. Moreover, inadequacies were found in specifying what action was to be taken by LEAs in order to correct identified deficiencies and in developing activities to ensure that specified corrections were, in fact, implemented within a specified period of time.

Special Education Programs' Administration of the Law

- During the 1980-81 school year, SEP reviewed and approved State program plans which for the first time covered three years rather than one, a new arrangement that significantly reduced the time and paperwork each State incurred in applying for their Federal entitlements.

- Federal monitoring has been modified to include greater emphasis on "off-site" monitoring using information provided by the States, complaints received, and data collected from other Federal sources. Thus at the same time that monitoring has been made less intrusive, review of State effectiveness in implementing P.L. 94-142 has evolved from a periodic to a more continuous activity.

- Under a memorandum of understanding between SEP and the Office for Civil Rights (OCR), 150 complaints concerning the implementation of P.L. 94-142 were handled by SEP, and 105 that overlapped with the provisions of Section 504 of the Rehabilitation Act of 1973 were referred to OCR.

- SEP technical assistance activities were targeted more precisely to meet individual problems of particular States as illustrated by SEP's efforts to assist Puerto Rico in reducing the large number of children waiting for evaluations.

- The most significant administrative efforts of SEP during 1980-81 have centered around the review of P.L. 94-142 regulations. The review arose from an Executive Order issued by the President requiring the Federal government to reduce the burden and cost of existing and future regulations. The review included examining statutory and regulatory provisions to determine whether portions of the regulations are or are not mandated by specific statutory provisions, analyzing comments invited from all interested organizations and individuals, and considering regulatory alternatives that will be consistent with statutory purposes and requirements while decreasing the number and impact of regulatory requirements.

- SEP's discretionary programs complement its direct administrative efforts in meeting the mandates of P.L. 94-142. These programs are designed to support and encourage the discovery, development, and dissemination of innovations and quality practices needed to provide all handicapped children a free appropriate public education. They focus on such areas of concern as personnel preparation, early childhood education, education for the severely handicapped, vocational and adult education, and media and technology.

Introduction

Never before has there been such national awareness of the needs of handicapped children nor of the services available to meet these children's special needs. Legislation, regulations, policies, procedures, and practices adopted at Federal, State, and local levels have significantly improved the educational opportunities available to handicapped children and their families. Nonetheless, in a recent study entitled Disparities Still Exist in Special Education, the General Accounting Office (1981) concluded that all eligible children have not yet achieved the "free appropriate public education" called for in Public Law 94-142.

This fourth annual report to the Congress on P.L. 94-142's implementation analyzes the national progress made in implementing the law during school years 1979-80 and 1980-81. The law's comprehensiveness and the potential impact of this landmark legislation on State and local education agencies (SEAs and LEAs) was recognized by Congress during the debate on the law. Consequently, the final version was written in a manner which provided for an orderly, sequential implementation of its various provisions. For example, P.L. 94-142 was enacted in 1975 but the provision concerning individualized education programs was not made effective until 1977; a free appropriate public education was not required for handicapped children ages three through 18 until 1978, and for all handicapped children ages three through 21 until 1980. For children three through five and 18 through 21, the requirements did not apply if they were inconsistent with State law or practice or the order of any court. School year 1980-81 marks the fifth full year since the enactment of the law and the first full year in which implementation of all requirements became effective.

Number and Types of Children Served

The number of children identified as handicapped and receiving special education and related services has continued to rise. The 1981 report to the Congress noted that 4,036,219 children were served under P.L. 94-142 and P.L. 89-313 during school year 1979-80. For school year 1980-81, the number of children served was 4,189,478, an increase of 153,259 children. Since the first child count in 1976, when 3,708,588 handicapped children were reported by the States as receiving special education and related services, the number of handicapped children receiving services has grown by almost one-half million (480,890). To put it another way, during the past year the number of children receiving special education services increased by four percent, and for the past five years the increase has been almost 13 percent. As a percentage of the school-age population, the figure has risen from

7.23 percent in 1976 to 8.65 percent in school year 1980-81. (See Table 1 for a summary of the 1980-81 child count data reported by the States. A more detailed analysis of the numbers of children served is presented in Appendix 2.)

Since the preparation of the last annual report to the Congress, there have been significant increases in the number of children within certain categories of handicapping conditions--most notably, emotionally disturbed, multihandicapped, and learning disabled (see Appendix 2, Table F). The number of children designated as emotionally disturbed increased by 21,018 from school year 1979-80 and the number designated as multihandicapped increased by 9,691. Modest as these differences may seem numerically, they represent rather sizeable proportionate increases--six percent for emotionally disturbed children and 12 percent for multihandicapped children. The most dramatic growth has taken place in the learning disabilities category. Between 1979-80 and 1980-81 this population of children increased by 162,701 and now accounts for about three percent of all school-age children and 35 percent of those who are receiving special education services. Since school year 1976-77, the learning disabled population has increased by 629,238 children (see Figure 1).

The situation is marked by wide variations from State to State. In some, the number of learning disabled children served has remained relatively constant. In others, however, there have been increases of 200 percent and more. Various studies indicate that two primary factors are involved. First, as P.L. 94-142 moved towards full implementation, some States focused much more attention than others on the identification of learning disabilities. Second, the number of learning disabled children identified is at least partly dependent upon the eligibility criteria used by any given State. In a study conducted by the National Association of State Directors of Special Education (NASDSE, 1981) it was reported that States having more stringent eligibility criteria for determining a learning disability tended to show smaller increases in their learning disabilities population than did States with more inclusive criteria. During the coming year, SEP intends to thoroughly analyze these variations with particular attention to large, unexpected increases or decreases.

Although the number of children being identified as learning disabled continues to increase, the rate of growth appears to be levelling off. According to State-reported data only 20.8 percent of the total learning disabled population was newly identified, evaluated, and placed in the 1979-80 school year.

A similar rate of identification (19.8 percent) was reported for emotionally disturbed children. This finding indicates that States are making efforts to serve this group of children who have traditionally

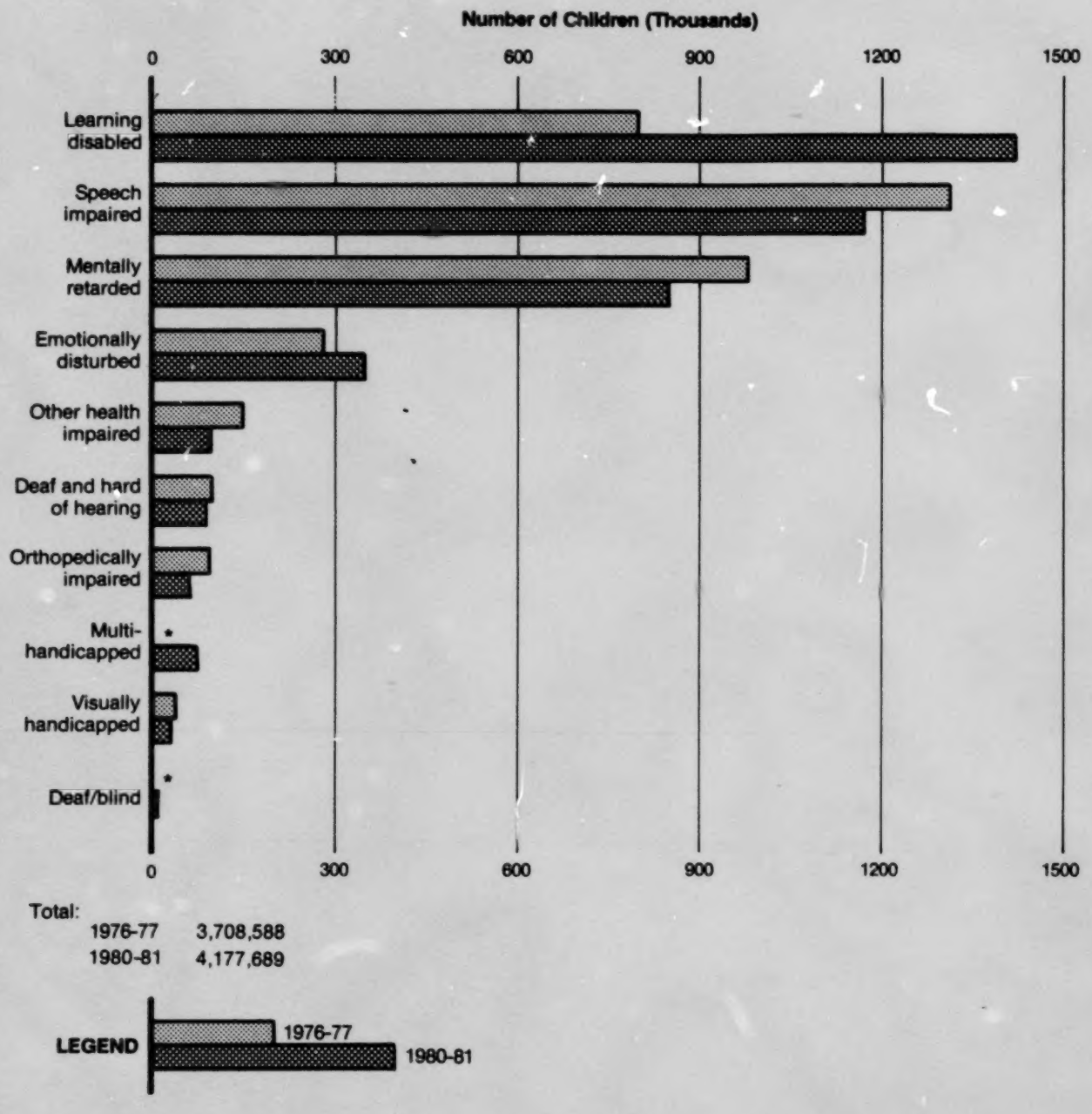
Table 1

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	MULTI-HANDI-CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	19,079	18,373	34,840	3,961	728	424	1,254	1,093	481	63	76,296
ALASKA	2,849	5,767	734	288	98	179	104	276	33	24	10,352
ARIZONA	11,247	24,423	6,992	4,999	646	1,115	874	988	370	8	51,202
ARKANSAS	12,117	16,303	17,449	535	333	496	765	788	312	18	49,096
CALIFORNIA	98,696	189,871	38,947	25,832	24,197	7,772	0	6,813	3,332	283	362,503
COLORADO	9,954	22,446	6,423	6,547	0	788	1,205	922	350	42	48,877
CONNECTICUT	15,908	27,105	7,940	12,287	1,171	852	0	1,355	654	0	67,072
DELAWARE	2,085	6,460	2,405	2,687	72	286	19	240	130	32	14,416
DISTRICT OF COLUMBIA	2,136	1,817	1,318	724	139	223	100	47	66	38	6,308
FLORIDA	42,270	51,579	27,978	13,525	2,536	1,776	1,887	2,099	806	76	144,532
GEORGIA	27,541	31,823	30,021	16,395	1,450	684	1,193	2,034	809	31	111,981
HAWAII	1,389	7,527	1,807	402	4	248	244	324	70	23	12,018
IDAHO	3,823	7,992	2,759	822	223	413	482	384	191	44	16,833
ILLINOIS	73,197	84,698	46,058	29,607	2,302	3,606	1,981	4,108	1,573	124	246,954
INDIANA	43,478	32,186	26,686	2,441	159	851	1,211	1,366	618	42	98,916
IOWA	15,753	25,771	12,643	4,025	5	772	659	1,062	282	53	61,015
KANSAS	13,301	14,370	7,413	3,061	412	343	673	755	252	57	40,637
KENTUCKY	24,313	18,702	23,193	2,154	778	782	1,180	991	430	125	70,628
LOUISIANA	22,911	30,392	19,164	5,164	1,298	628	938	1,717	477	34	82,723
MAINE	5,957	7,811	5,200	4,446	380	347	839	485	134	59	25,638
MARYLAND	26,443	30,041	11,080	3,445	1,496	1,003	2,544	1,924	692	34	98,682
MASSACHUSETTS	40,959	35,311	25,834	24,098	8,651	382	534	6,498	1,131	282	141,580
MICHIGAN	48,937	48,925	29,882	19,618	7	4,362	54	3,132	1,071	0	155,988
MINNESOTA	21,135	36,415	[illegible]	4,492	1,414	1,231	9	1,494	435	21	80,74[illegible]
MISSISSIPPI	14,847	11,22[illegible]	18,893	389	3	372	183	643	251	31	46,495
MISSOURI	33,376	34,347	22,076	8,578	842	837	1,278	1,255	409	78	101,078
MONTANA	4,081	5,919	1,615	479	112	107	603	310	185	13	13,424
NEBRASKA	9,371	11,512	8,610	1,655	0	434	269	847	202	0	30,740
NEVADA	3,022	6,011	1,217	449	257	190	353	193	94	10	11,786
NEW HAMPSHIRE	1,774	6,806	1,787	1,086	191	127	264	261	224	5	12,525
NEW JERSEY	64,131	81,316	16,537	14,974	1,963	1,655	4,108	2,314	1,392	89	188,469
NEW MEXICO	5,157	11,925	3,139	1,978	55	266	845	481	200	6	24,030
NEW YORK	41,994	44,550	41,675	45,797	38,395	7,027	3,134	5,267	2,209	45	230,093
NORTH CAROLINA	26,347	40,830	39,986	4,550	986	1,127	2,126	2,255	788	43	119,036
NORTH DAKOTA	3,148	3,624	1,809	252	27	134	146	187	75	24	9,426
OHIO	63,783	67,089	62,682	5,164	0	3,394	1,996	2,689	1,005	93	307,875
OKLAHOMA	19,379	27,253	13,372	689	388	396	840	885	352	33	83,587
OREGON	11,580	21,476	5,518	2,450	481	973	122	1,614	571	24	44,809
PENNSYLVANIA	71,851	52,782	49,202	13,911	273	2,229	788	4,943	2,138	11	198,108
PUERTO RICO	1,108	1,486	13,062	2,073	467	1,787	1,835	1,729	1,779	7	25,333
RHODE ISLAND	3,368	10,233	1,974	1,186	178	200	127	280	82	19	17,577
SOUTH CAROLINA	19,174	17,587	24,941	5,256	72	880	428	1,103	527	25	69,973
SOUTH DAKOTA	4,993	2,512	1,260	330	25	165	333	458	49	13	10,138
TENNESSEE	32,339	30,855	21,945	2,814	1,400	1,100	1,725	2,295	724	11	95,188
TEXAS	67,696	130,678	28,591	13,461	3,427	3,120	22,011	4,770	1,628	539	275,921
UTAH	7,389	12,879	3,194	9,698	177	243	1,279	732	302	25	35,898
VERMONT	2,483	4,668	3,095	436	170	296	488	311	124	11	12,069
VIRGINIA	32,109	33,391	18,435	6,079	483	799	3,132	1,629	1,860	85	97,972
WASHINGTON	14,868	27,404	10,799	8,201	1,400	858	1,410	1,110	398	81	63,509
WEST VIRGINIA	10,823	10,995	11,508	1,004	852	356	334	447	253	1	36,573
WISCONSIN	16,986	25,628	14,688	8,578	530	1,079	650	1,344	481	48	69,997
WYOMING	3,100	4,947	1,050	767	216	170	328	196	47	16	10,837
AMERICAN SAMOA	3	108	89	0	0	4	9	21	2	4	220
GUAM	444	346	919	65	0	3	161	99	34	14	2,085
NORTHERN MARIANAS	0	104	11	0	0	3	17	18	2	1	156
TRUST TERRITORIES	222	1,115	23	35	79	35	110	211	89	28	1,917
VIRGIN ISLANDS	273	224	792	78	0	41	80	88	15	27	1,898
BUR. OF INDIAN AFFAIRS	989	2,393	612	234	28	33	302	145	28	2	4,830
U.S. AND TERRITORIES	1,170,484	1,488,014	844,180	348,954	98,683	99,683	70,480	81,363	33,006	2,913	4,177,689

Figure 1 **Distribution of Children Ages 3-21 Served by Handicapping Condition, School Year 1976-77 and School Year 1980-81**



been underserved. Another group that in the past was underserved (SRI, 1980) and now increasingly appears to be receiving needed services is older handicapped students. In a study that looked at percentages of handicapped students served at different grade levels, Rand (1981) found that when speech-impaired children were excluded from the handicapped population, 50 percent of the remaining handicapped children were in grades one through six and 49 percent in grades seven through 12. Thus it would appear that programs are being provided for secondary handicapped students. Data reported by the States also indicate that youth 18 through 21 are increasingly being provided services by the public schools. The rate of growth for this population was 13 percent, as compared to a three percent growth for children ages three through 17.

Settings

P.L. 94-142 requires each State to adopt a right-to-education policy that makes "a free appropriate public education" available to all handicapped children. A significant criterion in determining "appropriate" is the availability of special education and related services in the least restrictive environment (LRE). The LRE provisions require that handicapped children be educated to the maximum extent appropriate with their nonhandicapped peers. As indicated in Figure 2, less than seven percent of handicapped children served under both P.L. 94-142 and P.L. 89-313 are receiving their education outside of regular education buildings, and as indicated in Table 2, during the past year there has been an increase of more than 200,000 handicapped children receiving special education and related services in regular classes. The data also indicate, however, that over the past year the number of students in self-contained classes has increased by five percent and in separate schools by 42 percent. These increases were primarily attributable to 10 States. When asked the reasons for the increases, the States reported to SEP that a number of factors were involved, including clerical or reporting errors, LEAs serving groups of youth that had previously been served by other State agencies (e.g., corrections, mental health), and LEAs still responding to pressure from parents for private placements. SEP will examine these factors during the coming year with the goal of providing technical assistance to SEAs as needed.

Figure 3 shows that the largest number of students served in separate schools are visually handicapped, and hard of hearing and deaf and the largest number served in other environments are orthopedically impaired and other health impaired. Appendix 3 provides the number of children served in different educational environments during school year 1979-80 for each handicapping condition by age group.

Figure 2 **Percent of Handicapped Children Served (Ages 3-21) in Four Educational Environments, School Year 1979-80**

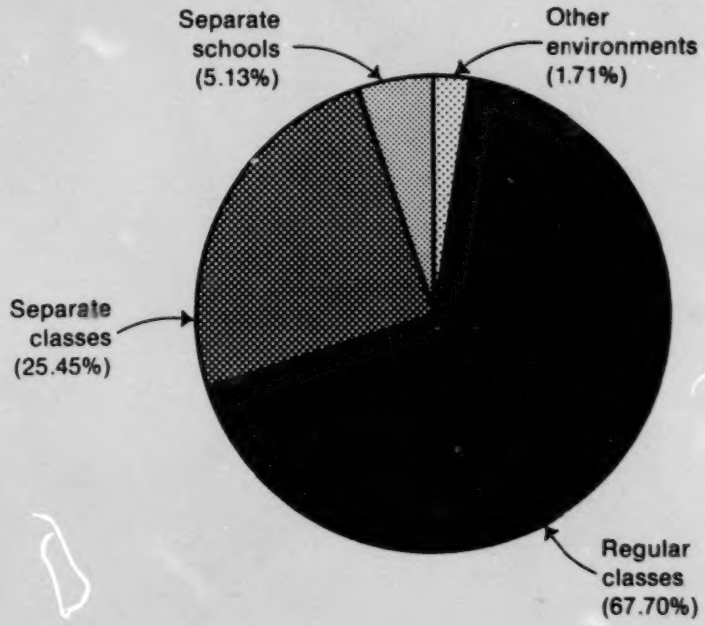
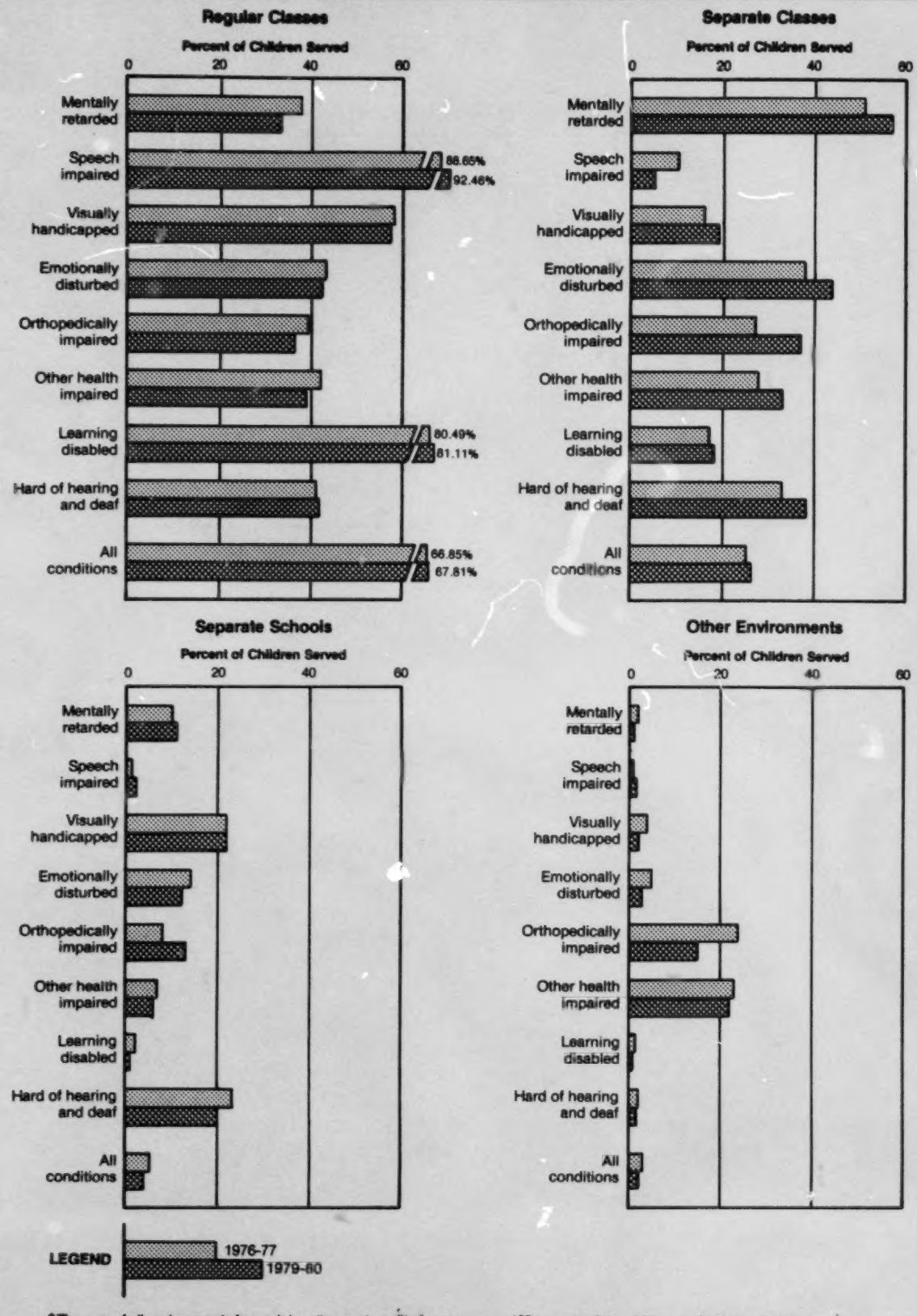


Figure 3 **Environments in which 3-21 Year-Old Handicapped Children Were Served during School Year 1976-77 and School Year 1979-80**



*The sum of all environments for each handicapped population represents 100 percent of the child count for that population.

Table 2

Numbers of Handicapped Children Ages 3-21 Receiving Special Education and Related Services by Educational Environments from School Year 1976-77 to 1979-80

Types of educational environments	School years			
	1976-77	1977-78	1978-79	1979-80
Regular classroom	2,629,978	2,611,817	2,589,844	2,799,012
Self-contained classroom	997,608	907,777	999,763	1,052,322
Separate schools	212,632	181,361	149,678	212,021
Other	99,273	75,332	69,389	70,893

Personnel

When P.L. 94-142 was enacted it quickly became clear that neither the types nor the number of staff required to implement the goal of providing a free appropriate public education to all handicapped children were available. In an effort to remedy this situation, Congress called for comprehensive personnel planning (P.L. 94-142, Section 613(a)(3)) and appropriated monies for personnel training based on these planning efforts. Shofer and Duncan (1980) report that since that time some 39 States and territories have established advisory committees to assist in developing comprehensive plans for personnel development, with an additional 10 States indicating their intent to establish committees in the near future. Although two-thirds of the established committees report that they serve solely in an advisory capacity and have no decision-making authority, they add that they do have extensive involvement in such matters as establishing priority areas for inservice training, providing for a core of trained inservice trainers, providing overall inservice planning, developing needs assessment instruments, gathering data for needs assessment, and assisting in the implementation and analysis of State needs assessment information.

That personnel development groups have had a positive effect is evidenced by the increasing availability of both special education teachers and related services personnel. Data provided to SEP by the

States show that annually since school year 1976-77, the number of special education teachers employed has increased (see Appendix 4, Table A). In 1976-77, 179,804 teachers were employed; by 1979-80 the number had increased to 220,854, an increase of approximately 23 percent. While the total number of special education teachers has grown, in specific categories--for example, teachers of the visually handicapped, hard of hearing and deaf, and orthopedically impaired--there was a decline from school year 1976-77 to school year 1979-80 (see Figure 4).

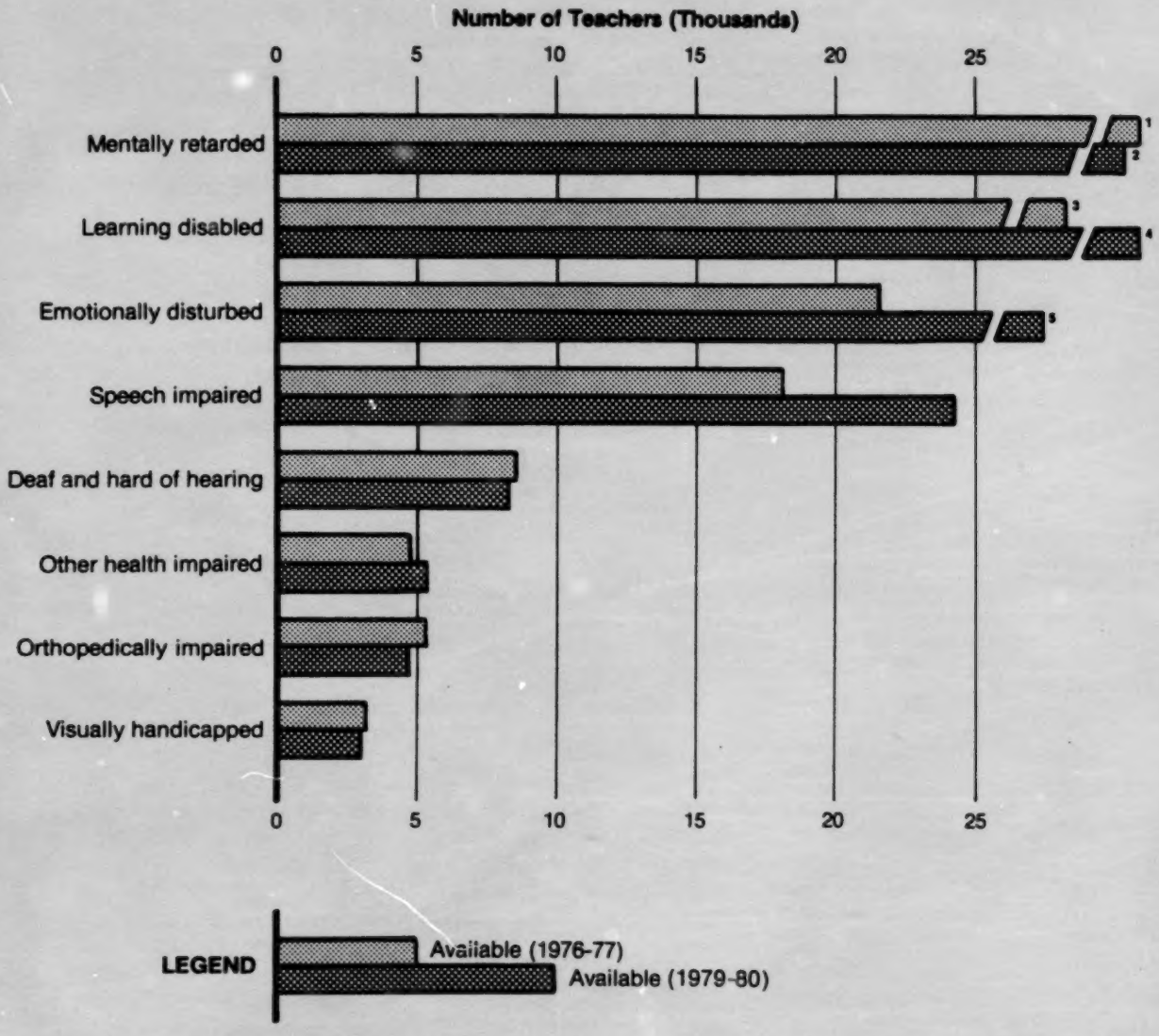
Data for related services personnel show an overall increase from school year 1978-79 to school year 1979-80 but decreases in some categories (see Appendix 4, Table B). The number of psychologists, occupational therapists, audiologists, work study coordinators, and other non-instructional staff has increased by six, four, 11, 35, and 97 percent respectively. However, for such other personnel as social workers, speech pathologists, and teachers' aides, the number has decreased. Evaluation studies such as the SRI (1981) longitudinal study of LEA implementation, together with data reported to SEP by the States, indicate that these decreases are the result of more austere State and local budgets, changing priorities, and reduced needs for specific types of personnel.

In general, there has been a regular increase in the number of personnel employed. In 1976-77 some 331,453 personnel were employed; in 1977-78 the figure rose to 366,502; in 1978-79 it was 418,378; and in 1979-80 it was 435,584. These figures translate into annual increases of 11 percent, 14 percent, and four percent, suggesting that the rate of increase may be tapering off. (See Figure 5 for the changes in related services personnel from 1976-77 to 1979-80.)

The States projected that they would need rather large increases in special education teachers and related services personnel in school years 1980-81 and 1981-82 as compared to the number employed in 1979-80. The States reported to SEP that they anticipated a need of 53,210 new special education teachers in school year 1980-81 and 43,192 in school year 1981-82 (see Appendix 4, Table C). For related services personnel, the expected needs were 58,744 in 1980-81 and 47,536 in 1981-82 (see Appendix 4, Table D). These numbers represent 24 and 20 percent increases, respectively, over the numbers employed in 1979-80 for special education teachers, and 29 and 28 percent increases for related services personnel.

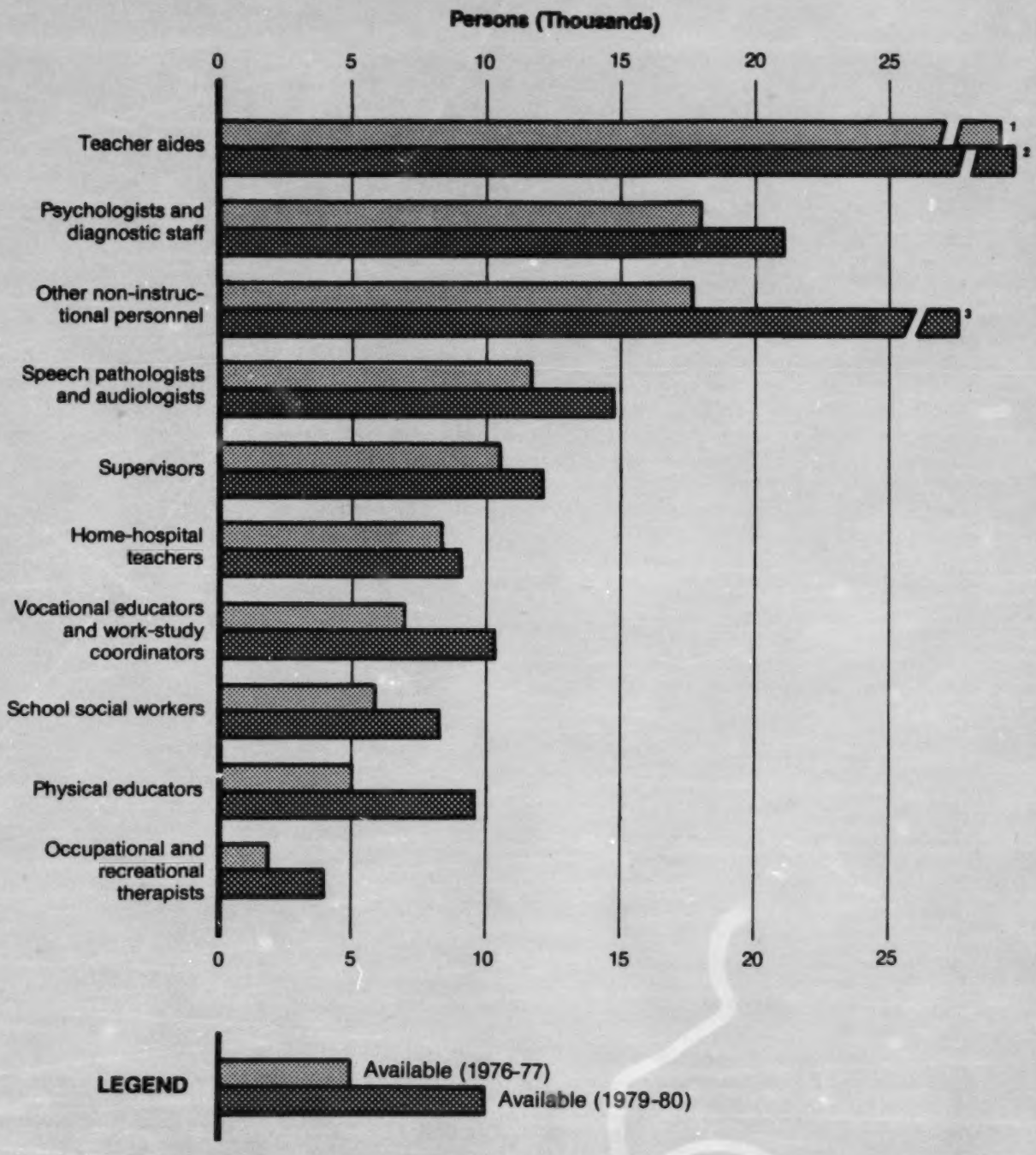
Personnel projection data from the States indicate that the largest need in the coming years will be for teachers of the multihandicapped (50 percent increase from the number currently employed), emotionally disturbed (43 percent increase), hard of hearing and deaf (39 percent increase), and orthopedically impaired (39 percent increase). Projected

Figure 4 **Special Education Teachers Available by Type of Handicapping Condition of Child Served from School Year 1976-77 to School Year 1979-80**



[1]Actual number of teachers equals 71,681.
[2]Actual number of teachers equals 68,651.
[3]Actual number of teachers equals 44,003.
[4]Actual number of teachers equals 74,992.
[5]Actual number of teachers equals 26,705.

Figure 5 School Staff Other than Special Education Teachers Available from School Year 1976-77 to School Year 1979-80



[1]Actual number of teacher aides equals 66,876.
[2]Actual number of teacher aides equals 82,096.
[3]Actual number of other non-instructional personnel equals 43,459.

needs for related services personnel range from an increase of 77 percent for teacher aides to seven percent for other noninstructional staff.

Increases in the number of personnel employed have resulted in a decline in pupil/teacher ratios, allowing teachers to provide a more intensive form of instruction. Since last year's report to Congress, the overall pupil/teacher ratio has declined from 19:1 to 18:1, with the ratio for the speech impaired declining from 64:1 to 49:1, emotionally disturbed from 13:1 to 12:1, learning disabled from 18:1 to 17:1, multihandicapped from 23:1 to 16:1, and deaf-blind from 10:1 to 4:1 (see Appendix 4, Table E).

In addition to the personnel data reported to SEP by the States, a NASDSE (1981) study of 15 LEAs indicated a critical shortage of teachers of the emotionally disturbed due to high attrition rates and teacher burnout, and many LEAs pointed to shortages of physical therapists and occupational therapists resulting from limited numbers of training programs and rigid certification programs. Finally, all districts surveyed reported that they provided extensive inservice training to bolster the skills of professional and auxiliary staff. Inservice topics included such traditional areas as diagnosis and evaluation, IEP development and evaluation, due process, and parental involvement, along with such more novel areas as death and dying, family support networks, and social attitudes towards the handicapped.

SEA and LEA improvements in their personnel preparation efforts appear to be occurring selectively and to be largely dependent upon local and State needs and the initiatives resulting from those needs.

Special Education Costs

Continued increases in the numbers of children identified and provided special education and related services, along with the need for additional specially trained school personnel have inevitably focused greater attention by legislators, school board members, and administrators on the economics of special education and related services.

No one knows for certain how much special education programming costs. While many reasons exist for this uncertainty, a primary factor is that education agencies seldom use accounting procedures that are based on particular types of handicapped children or unique instructional programs. Thus, costs involved in providing for such matters as personnel, services, and transportation for handicapped students are comingled with budget line categories for nonhandicapped students.

Recently completed special education finance studies (e.g., Rossmiller & Frohreich, 1979) provide two general findings: (a) that the cost of special education within any given category of handicapping condition varies considerably and (b) that the costs of providing special education are not necessarily related to the quality of a program or a predictor of the likely achievement of the students.

Based on full-time equivalents (i.e., 30 hours per week for one student), yearly costs have been found to range from $4,675 to $5,261 for a full-time student in a resource room, to from $2,670 to $2,772 for a full-time student in a self-contained classroom (Rossmiller & Frohreich, 1979). In a study that compared the costs of regular education and special education, the average cost of the regular education program was $1,399 per student while the average cost of the special education program was $3,794 per student (Reger, 1979). As might be expected from previous studies of a similar nature, considerable variation exists in the per pupil costs across districts and within particular handicapping conditions. In looking at possible factors to account for the differences in cost between regular and special education, Reger found that the highest factor was attributable to the necessary support staff (e.g., psychologists, social workers, etc.). The lowest factor was for materials and equipment that were exclusively intended for special education.

A major finance study recently reported by the Rand Corporation (1981) examined the costs of providing special education and related services in 50 LEAs and 25 affiliated intermediate or cooperative regional education agencies in 14 States. Rand found that the average special education teacher's salary was $13,877 as compared to an average of $15,110 for regular education teachers. Based on a 180-day work year, seven hours per day, special education teachers made an average of $11.01 per hour. According to the Rand study, the average total cost of instructional services provided by special education teachers in 1977-78 was $551 per handicapped child. The Federal allocation per handicapped child during that same period was $159.

In general, the cost of direct instructional services was proportionate to the severity of the handicap. For example, Rand found that the average instructional cost for a blind student was $2,516 and for a deaf student $2,336, as compared to $813 for a learning disabled student and $897 for an educable mentally retarded student. In a related vein, it was found that the more restrictive the placement, the more costly the instructional services. Thus on the average, instructional costs for a full-time placement in a special class were higher per handicapped pupil ($1,578) than for a regular class placement with a part-time special class ($794).

In addition to receiving direct instructional services, students in special education also receive ancillary services. The Rand study reported that the national average cost of providing ancillary services was $61 for nonhandicapped children (e.g., counselors, librarians, nurses) and $191 for handicapped children. Accounting for this difference in costs were such ancillary services as speech therapy, adaptive physical education, occupational therapy, physical therapy, and psychological services. As might be expected, such services were reported to cost least ($120) for learning disabled students, who receive comparatively few services, and most ($1,179) for children with multiple handicaps.

While some costs associated with providing services are known, more effort is needed to examine those costs associated with the delivery of specific types of programs. Knowledge about the costs of special education will be particularly important during periods of fiscal austerity.

From the information presented on the numbers of handicapped children being served, the numbers being integrated, the personnel being trained, and the State and local fiscal commitments being made, it is evident that the goals of P.L. 94-142 are being achieved. In this spirit a U.S. General Accounting Office (1981) report on services to handicapped children states:

> While the findings indicate that not all children have equal access to special education, the congressional objective that those most in need of services would receive them with Public Law 94-142 has largely been accomplished. The priorities to first serve the unserved and second the most severely handicapped children within each category may have been realized and, therefore, may have become meaningless. It may be more useful now to emphasize State-specific priorities which attempt to identify categories of underserved children.

The strengthened State and local capacity to make a free appropriate public education available to all handicapped children is being accompanied by changing Federal roles. The initial focus of the Federal administration of P.L. 94-142 was to assure that SEAs and LEAs developed, adopted, and implemented policies and procedures consistent with P.L. 94-142. As part of this effort, SEP provided the States technical assistance in implementing such provisions of the law as the individualized education program and single agency responsibility. As the States achieved consistency with the requirements of the law, SEP turned its attention to reviewing the States' capacity to assure local compliance. In addition, Federal technical assistance efforts were increasingly targeted to improving local practices. With greater

experience in implementing P.L. 94-142, SEAs and LEAs have found that their remaining needs are based on problems related to individual service delivery systems. Consequently, SEP is currently more precisely targeting its monitoring and technical assistance efforts to enable SEAs and LEAs to solve their individual problems.

The remaining problems SEAs and LEAs are experiencing in fully implementing P.L. 94-142, though also based on individual circumstances, appear related to the following specific issues.

1. Right to Education--Is State and local education agency capacity adequate to identify and serve handicapped children?

2. Individualized Education Programs--Is the time and paperwork required to develop and monitor IEPs justifiable?

3. Least Restrictive Environment--What types of planning efforts are required to achieve the full intent of providing handicapped children a continuum of educational opportunities with age-appropriate nonhandicapped peers in their neighborhood schools to the maximum extent appropriate?

4. Procedural Safeguards--Are the States capable of implementing and maintaining the quality control mechanisms necessary to effectively implement due process hearings and surrogate parent requirements? Are less adversarial methods than due process hearings available for resolving disputes between parents and schools?

5. Protection in Evaluation Procedures--Are the States capable of appropriately assessing newly identified handicapped children as well as conducting reevaluations in a timely fashion?

6. Private Schools--Are SEAs and LEAs adequately reviewing and providing for special education and related services in the public schools before recommending private placements? Are LEAs making services available to handicapped children placed in private schools by their parents?

7. State Education Agency Administration--Are States capable of effectively monitoring the availability of

a free appropriate public education in all LEAs as well as in other public and private agencies?

Right to an Education

Public Law 94-142 mandates that each SEA and LEA receiving funds under the law provide the State's handicapped children "a free appropriate public education" (Section 612(1)). The response to this mandate since the beginning of the law's implementation in 1977 has been characterized--as previous reports to the Congress have noted--by a continued increase in the number and types of children being served as well as by expansion in the variety of programs in which these children are enrolled. During the first years of implementation, the schools were reported to have focused their attention chiefly on achieving procedural compliance. Last year's report to the Congress noted that with the new procedures required by the law largely in place and effectively incorporated into daily practice, greater attention was being focused on improving the quality of services.

This evolution has occurred against the background of two of P.L. 94-142's basic goals--to identify and evaluate children who have difficulties that interfere with their educational progress, and to provide children identified as handicapped with special education and related services to meet their individual educational needs. In this section, we discuss the States' capacity to identify handicapped children through conducting screenings and responding to requests for assistance by teachers, parents, and others who recognize that a particular child is having problems. We also discuss the States' capacity to evaluate these children and provide them with appropriate educational programs. Because a particular need has been shown for programs for secondary handicapped children, we concentrate on progress being made in this area. The States' capacity to achieve or maintain the goal of providing full educational opportunity for handicapped children is considered critical during this period of Federal and State legislative review and fiscal reassessment.

Screening

According to a Rand Corporation (1981) study of special education services and costs, schools nationwide systematically conduct screening programs designed to discover possible hearing, vision, physical, speech, and mental impairments, with the programs being administered by such specialists as doctors, nurses, audiologists, speech therapists, and psychologists. The following table indicates the percentage of the school population Rand determined are screened annually in each of these programs. The numbers of children screened were estimated by multiplying the percentages determined by Rand times 41.6 million, which was reported by the National Center for Education Statistics to be the total school enrollment in the fall of 1979.

Table 3

Percent of Total School Population and Number of Children Screened for Handicapping Conditions

Type of screening program	Percent of school population	Number of children
Hearing	50	20,800,000
Vision	49	20,384,000
Physical	19	7,904,000
Speech	12	4,992,000
Mental	3.8	1,580,800

In addition to the programs conducted by medical and other related services personnel, a study by Applied Management Sciences (AMS, in preparation) showed that screening is also performed by general education classroom teachers, particularly in regard to problems associated with behavior and educational performance (e.g., reading and math). The AMS study reported that 25 percent of all regular elementary school teachers said they had received training on how to select appropriate screening instruments and on how to conduct screenings and that nearly 16.5 percent reported administering screening instruments for the purpose of identifying learning or other problems among the children they serve.

Referral

Many studies have reported that because not all potential impairments can be detected through the screening process, schools depend heavily on individuals--particularly teachers, parents, and others in a position to make judgments--to recognize when a particular child is having behavior or learning problems and to alert school officials. The AMS study found that at the start of the 1980-81 school year approximately 55 percent and 34 percent, respectively, of all elementary and secondary regular education teachers had been trained to identify individual children whose problems are serious enough to warrant referral for formal assessment. In addition, nearly 60 percent of the elementary teachers and 39 percent of the secondary teachers had

been trained in the most effective procedures for enlisting the assistance of school administrators when the teachers believed a child to be in need of special help. The AMS data indicate that in the 1980-81 school year alone regular classroom teachers sought assistance for children in their classes at least 5.5 million times.

According to a NASDSE (1981) study that examined referral sources in 11 school districts in seven States, the schools' efforts to involve parents and others in the identification process have been particularly successful in identifying children of preschool age who may be handicapped. NASDSE found that nearly 70 percent of preschool referrals were made by individuals outside the school--parents, physicians, and staff in public and private health and community agencies.

Evaluation

End-of-the-year performance data reported to SEP by the SEAs indicate that as a result of screenings and individual referrals nearly 750,000 new children were evaluated and placed in special education settings in the 1979-80 school year. This figure is considerably higher than the 120,000 increase in the States' child count data from school year 1978-79 to 1979-80, and suggests not only that 600,000 handicapped children were no longer being counted as receiving special education and related services but that one out of every five handicapped children served in 1979-80 was newly evaluated and placed. Moreover, based on information obtained from 50 States and 30 local or intermediate education agencies, NASDSE (1980) estimated that approximately 20 percent of the children individually assessed were found not to be in need of special education and related services. Thus it would appear that schools conducted initial evaluations for well over 900,000 potentially handicapped children (750,000 identified as needing services plus 20 percent more, or 187,500, evaluated and found not to need services) in school year 1979-80. In addition to these initial evaluations, SEP estimates that the schools reevaluated approximately 1.35 million children (one-third of the handicapped student population).

Some States have reduced the number of evaluations they conduct for children not needing special education by conducting prereferral screenings before recommending that a child be evaluated. These screenings typically involve a review of pupil records and an analysis of teacher observations. According to SRI, two-thirds of the 16 LEAs from the nine States in their study had implemented prereferral screening procedures prior to the 1980-81 school year. That practice is now reported to have been continued and in many cases refined, so as to introduce more systematic procedures. The success of this general approach is suggested by an SRI finding that in one LEA which is using standardized and teacher-developed instruments for prereferral

screening, 96 percent of the children referred for individual assessment were eventually determined to be eligible for special education and related services.

Resource Availability

Despite increased effectiveness displayed by the schools in identifying handicapped children, SRI (1981) reports that primarily as a result of inadequate resources and the lack of appropriately trained personnel certain gaps still exist. SRI notes that school screening programs that test mental and physical abilities are mainly conducted at the elementary level. Only a small proportion of the Nation's schools routinely screen their secondary population. This finding was confirmed in a NASDSE (1981) survey of 15 local and intermediate education agencies, which found only one that systematically screened its secondary level students for potential problems. Administrators participating in this study reported that the cost of screening programs, combined with the fact that relatively few secondary students would likely be identified, makes it difficult to justify the expenditure that would be required, even though some administrators believed that midly impaired secondary students are not being effectively identified. In addition to the lack of systematic screening found by both SRI and NASDSE, AMS (in preparation) found that only four out of every 10 secondary level regular education teachers had ever had training, preservice or inservice, on how to identify students whose educational problems may stem from a handicapping condition.

Inadequate resources are likely to affect another group of children--those who differ from the general school population on such dimensions as language or mobility. According to NASDSE (1980) these special populations of children are not readily identified through traditional screening programs and thus in a period of fiscal stringency are likely to remain unserved.

Secondary Placement Options

Public Law 94-142 requires participating agencies to make a continuum of placement options available for handicapped students and to provide them with services that match their individual instructional and related services needs. Previous reports to the Congress have described the advances made by schools in serving the majority of handicapped students. They have also consistently indicated that the schools have problems in serving certain groups of handicapped students, one such group being youngsters at the secondary level. Several studies provide information on the secondary student population and the services being

provided to them. In all, information is available from 42 LEAs in 22 States.

In a study of services in 15 LEAs (in 13 States) that were said to have successful programs for secondary handicapped students, NASDSE estimated that during the 1980-81 school year the schools served approximately eight percent of their secondary population as handicapped. The number of secondary students being served remained stable in six of the LEAs, and in eight, it rose from the number served in the 1979-80 school year. Only one LEA reported a slight decrease from the previous year. Administrators in the 15 districts said that approximately five percent of the handicapped secondary population is comprised of students over the age of 18, an increase of two percent over the 1979-80 school year, and that approximately two percent of the secondary-age population is referred for evaluation each year.

According to the NASDSE study, the overwhelming majority of secondary referrals are for students with learning disabilities and emotional disorders. Administrators participating in the study reason that these referrals arise from the increased demands made on students at the high school level. They reported that referrals for children with such low-incidence handicapping conditions as physical impairments are rare at the secondary level since these problems are detected at an earlier age.

The administrators reported that the majority (at least 90 percent and in some cases 100 percent) of all secondary handicapped students complete their high school program and receive either a graduation diploma or a certificate of program completion. Several administrators noted that because of special services they are now able to offer to older handicapped students, the drop-out rate for these students is lower than that for nonhandicapped secondary students.

For the 1980-81 school year, SRI found little expansion in programs for handicapped students in general as compared to the great activity of the preceding years. However, they did find growth at the secondary level. While this growth was not dramatic and was found in some but not all of the 16 LEAs in the study, SRI saw it as a signal of increasing determination on the part of the schools to do a better job with this previously underserved group. Particularly noteworthy changes reported by SRI included an expansion of placement options for seriously emotionally disturbed students, and to a lesser extent, for trainable mentally retarded (TMR) students and the development and improvement of vocational education services, particularly for mildly impaired students.

Expanded Placement Options

Because of the intensity of service and care required by seriously emotionally disturbed and TMR teenagers, the schools traditionally have served the majority of these students either in separate facilities or in out-of-district residential settings. However, SRI (1981) reports that this year--largely because of the deinstitutionalization movement, pressure from courts and parents, and the increased willingness of schools to adjust their service delivery systems--the situation appeared to be changing.

SRI found that half of its 16 study sites either had expanded services to seriously emotionally disturbed secondary students this year or were making plans to do so next year. For example, one district started a cooperative program for seriously emotionally disturbed adolescents with a community mental health agency as an alternative to out-of-county or institutional placements and next year plans to reduce itinerant services, increase resource classes, and establish new self-contained classes for these students at school sites. In its study of secondary programs, NASDSE (1981) found that in Burbank, Illinois, as well as in other communities, school districts have developed off-campus high school arrangements for severely behaviorally disturbed students. With this option, students previously served in out-of-district or out-of-State residential facilities are being served in their home district. Other attempts to educate severely emotionally disturbed students in less restrictive settings that were identified by NASDSE and SRI include alternative high school programs, part-time study, and specialized vocational study.

New placements were also reported to be available for TMR students in the 1980-81 school year. SRI reported that schools were finding ways to educate TMR students in self-contained classes within the high school setting rather than in separate facilities. For example, a district that created a new placement option to accommodate high-functioning, elementary-aged TMR children last year created a similar option this year for high-functioning high-school-aged TMR students. This program, located at a high school, was instituted in response to advocate pressure to place handicapped students in less restrictive environments. SRI found that other districts were also moving their TMR classes out of separate facilities into high school buildings, and noted that although such movement does not necessarily mean an expansion of available programming options, it does represent an attempt to educate TMR students in a more appropriate setting near students of their own age.

Vocational Education Opportunities

SRI (1981) found that employability is one of the major goals administrators set for their secondary-level handicapped students. As noted in all previous reports to the Congress, however, study after study has concluded that vocational education opportunities for handicapped secondary students are inadequate. Specific criticism included findings that regular vocational education programs often resist admitting handicapped students, that little coordination exists between special education and vocational education programs, and that vocational training, if offered to handicapped students, does not adequately teach skills leading to employability. Information obtained this year by SRI indicates that most vocational education opportunities exist for mildly handicapped students, who represent the largest proportion of a district's special education population. Both SRI (1981) and AMS (1980) reported that while vocational training has not significantly improved for the majority of handicapped students, individual school districts have been able to develop successful strategies and programs.

According to SRI, large high schools or vocational education centers that draw students from several buildings or districts can offer far greater vocational education opportunities for handicapped secondary students than can small schools. By centralizing vocational education services at a single site, these larger facilities are able to offer specially trained personnel, specialized equipment, and tailored instruction. Program options reported by SRI and AMS included such services as prevocational training, vocational assessment, job-specific vocational training, support services, and help in finding employment, although all of these services were not necessarily found together in a single program.

Examples taken from the AMS study illustrate the type of efforts schools have developed to increase student access to vocational training opportunities:

- In Jacksonville, Florida, handicapped students participate fully with their nonhandicapped peers in a large vocational education program located in a new technical skills center. Students who need to master basic skills in order to succeed in a chosen vocational program receive supplemental instruction in the center's individualized manpower training system. Students attend the center each day for several hours; the remainder of the day is spent in academic classes at the student's home high school.

- In Orlando, Florida, one high school has been designated the site of a new program, called Project Reach, in which vocational education teachers and special education teachers work together to develop vocational education for educable mentally retarded, learning disabled, emotionally disturbed, and autistic students. Students in this program receive vocational instruction from their vocational teachers and academic instruction from their special education teachers. Project Reach provides students opportunities for job sampling, mainstreaming into regular vocational courses, vocational assessment, career counseling, and job placement.

- In 1981, the Lowell, Massachusetts, schools started an unusual vocational education program for low-functioning handicapped students who previously did not have access to vocational training. It is essentially a four-year self-contained program consisting of five classes: reading, math, general life skills, socialization skills, and occupational preparation and guidance. The occupational preparation and guidance class is different each year. Freshman are taught career awareness; sophomores receive in-school work experience; juniors do volunteer work at trial job sites off campus; and seniors are allowed to work for pay two periods each day, and may continue working after school hours.

- Project Assist, operated by the Milford, Massachusetts, schools was developed to provide tutorial assistance to both handicapped and nonhandicapped students enrolled in the district's Trades and Industries program. Tutors not only work with students individually but also consult with the special and vocational education teachers to help link their concerns.

Another effort found to be successful in some schools has been to provide what SRI has termed "boundary crossing" personnel--personnel who assist in coordinating the various components of a student's high school program. A few of the districts in the SRI study reported having created the position of vocational coordinator to serve as a link between vocational and special education programs. The coordinator performs such functions as assisting students in planning vocational programs and making career choices, finding employment while they are still in school, and making the transition from school to postsecondary employment. Similarly, AMS (1981) reported that in Florida, vocational rehabilitation counselors coordinate services provided by the school and

by outside agencies to help students make the transition from school to employment and to assure that a continuum of services is maintained before and after graduation. These counselors provide a variety of services including medical and psychological evaluations, therapeutic services for problems that might impede employability, and job training and placement.

SRI emphasizes that schools face a particular challenge in designing vocational education services that will truly prepare handicapped students for the local job market they will encounter after high school. Given high unemployment and limited postgraduate training opportunities, the schools find themselves under growing pressure from students and their parents to provide the skills handicapped youngsters will need to gain competitive employment. One approach is to match the school's curriculum with local job market conditions, as illustrated by the following examples:

- A midwestern LEA now conducts job market analyses to determine which local businesses are most likely to have job openings that could be filled by special education students. After determining what types of jobs may be available and appropriate for handicapped students, the district designs its vocational education classes to teach students the entry-level skills they would need.

- An eastern urban district with two vocational skills centers has devised vocational clusters which break down skills into specific competencies related to specific job-entry skills. Students in the same vocational cluster can progress at their individual rates and achieve different levels of skills, with a computerized system keeping track of what each student has mastered. Students leave the program with a certificate of achievement listing these competencies, and employers thus can clearly assess graduates' entry-level skills.

Conclusion

The Nation's capacity to identify all handicapped children in need of special education and related services has increased to the point that in school year 1979-80 the schools conducted evaluations for over two million children (750,000 newly evaluated and placed, approximately 200,000 evaluated and found not to need services, and 1.35 million or one-third of the handicapped student population, reevaluated). Programming for handicapped children has expanded at all levels for all

types of handicapped children. Expansion was particularly evident in programs for secondary handicapped students in school year 1980-81. This expansion has occurred as a result of increased commitments at the Federal, State, and local levels along with the continued efforts of parents and legal advocacy organizations.

Individualized Education Programs

Public Law 94-142 (Sections 602(19) and 612(4)) and its regulations (Sections 300.340-300.349) require that each handicapped student receiving special education and related services have an individualized education program (IEP). The IEP is to be developed (and reviewed at least annually) by the child's parents, the child's teacher, an LEA representative, and where appropriate, the child. The IEP document is to include statements of the child's present level of educational performance, annual goals and short-term objectives, specific educational services to be provided, the extent to which the child will participate in the regular education program, dates for initiation and anticipated termination of services, and appropriate objective criteria for determining whether objectives are being achieved.

Previous reports to Congress have indicated that the time and paperwork involved has been a major issue in implementing the IEP process. This year we have looked more closely at the issue, examining attitudes, State and local requirements beyond the Federal requirements, LEA practices that decrease the amount of time and paperwork involved, and LEA suggestions for making the IEP process more manageable. Information for this analysis was provided by two studies: NASDSE (1981; 20 LEAs in 16 States) and SRI (1981; 16 LEAs in nine States).

Attitudes towards Time and Paperwork

Both the NASDSE (1981) and the SRI (1981) studies reported that attitudes towards the time and paperwork involved in carrying out the IEP process had become more positive over the years since the enactment of P.L. 94-142. Thirteen of the 20 LEAs in the NASDSE study indicated that attitudes had become more positive towards both time and paperwork, and two additional LEAs said that a more positive attitude existed towards time. Only two LEAs said that attitudes had become more negative, with the rest saying that there had been no change. Even with this positive change, 11 of the 20 LEAs indicated that attitudes about time and paperwork were still predominately negative. However, almost all reported positive attitudes about the IEP process itself.

The SRI study reported, "In general the only complaints we heard about the IEP process were in the LEAs where new procedures had been imposed that were perceived as burdensome" (p. III-19). The NASDSE data seemed to substantiate this finding. Eight of the 11 LEAs with negative attitudes towards time and paperwork indicated that either the time or the paperwork for the document or the conferences had increased, with seven saying there had been increases on at least two of the dimensions, and three on all four. Only three districts gave the same reason for

the increase in time or paperwork: These said that parent involvement had increased. Other reasons were the document had become more complex; increased services were being provided to children; more severely handicapped children were being provided services; the staff was trying to be more thorough; class loads were higher; parents were bringing friends, lawyers, or advocates to the meeting; and an audit was expected. In one of the two LEAs where attitudes were reported to be more negative than previously, State requirements had increased, and in the other, a court decision required the LEA to substantially increase the services it was providing to handicapped children.

Eighteen of the 20 districts in the NASDSE study were strongly in favor of the IEP process. All but four said they would retain the IEP conference and all but five the IEP document in its present form even if Federal and State requirements were discontinued. All 20 said they would use something like an IEP if the present requirements were discontinued. LEAs gave a variety of reasons for feeling that the IEP process is worthwhile and should be retained: it enhances communication with parents (17 LEAs), assists in program planning (17 LEAs), increases communication among school staff members (eight LEAs), provides an evaluation tool (five LEAs), is good educational practice (five LEAs), and increases individualization (four LEAs). In the words of two respondents:

> Overall, the IEP has put order, consistency, and reliability into programming and planning for each child. It made us look more carefully into the coordination of resources to program for the child. It will continue to do this, and we do it better each year. The IEP process has also helped our teachers identify the individual needs of each handicapped child (Johnson).

> IEPs have really helped special education for handicapped children come a long way. The process has created stress in areas in which change was needed. We have come through the rough times and now are comfortable with what we are doing. I think IEPs are helping children learn, and that is what special education is all about (Tousel).

Additional Requirements

LEA commitment to the IEP process is evidenced by the number of LEAs with IEP requirements beyond those of P.L. 94-142. Of the 20 LEAs in the NASDSE study, only three reported no additional requirements. The 17 remaining districts reported from one to four additional requirements, with nine districts reporting two or more. Districts reported having more participants at the IEP meetings, more content in

the document, shorter timelines for developing the IEP, additional efforts to involve parents in the IEP process, and more frequent review, among others.

Participants. In response to a question asking whether their local practices exceeded the requirements of P.L. 94-142, nine LEAs said that more participants attended the IEP meeting than were required by the Federal law. And yet, when asked the average number of participants who typically attended an IEP meeting for a mildly handicapped eighth-grade student who was in a regular program except for an hour a day of special reading and math instruction and for a severely handicapped elementary school student, 16 districts reported more than the maximum number of participants required by the Federal regulations. Eleven of the districts reported more than four participants (median = 6 participants, range = 5 to 8) for a mildly handicapped eighth grader, and 14 reported more than four (median = 6, range = 5 to 10) for a severely handicapped elementary school student.

Moreover 14 of the LEAs reported that there had been an increase in the number of participants attending the IEP meeting in the past four years. In most cases, more related services personnel and more regular education teachers were attending. In a few instances, such personnel as the principal, guidance counselor, case manager, regular education coordinator, bilingual/minority representative when appropriate, or parent advocate were reported to be newly attending the meetings.

Content. Six of the 20 LEAs in the NASDSE study said that the content of the IEP in their LEA included more than is required by the P.L. 94-142 regulations. Extra requirements included a statement of present level of performance for each objective, allocation of teacher time, the IEP being written in the primary language of the child, and the IEP being a broad-based plan with wide-ranging, comprehensive content. In addition, more than half the LEAs reported that a typical IEP document for a mildly handicapped eighth grader or a severely handicapped elementary school student included more than 13 short-term objectives. Ten districts reported that the IEP contained more than 13 objectives for eighth graders (median = 22 objectives, range = 13.5 to 78); 12 districts reported more than 13 for elementary students (median = 27, range = 14 to 150). Such a large number of objectives seems to be more than needed to meet the intent of P.L. 94-142 as described in the Federal Register (Volume 46, Number 12, January 19, 1981), where it is stated that from the Federal point of view, the purpose of the IEP is to "provide a mechanism for determining (1) whether the anticipated outcomes for the child are being met (i.e., whether the child is progressing in the special education program) and (2) whether the placement and services are appropriate to the child's special learning needs" and to "provide general benchmarks for determining progress towards meeting the annual goals." The objectives

"should be projected to be accomplished over an extended period of time (e.g., an entire school quarter or semester)."

Other additional requirements. Seven districts reported that they have shorter timelines for completing the IEP than are required by the P.L. 94-142 regulations, and two districts reported that an interim IEP is developed at the referral or evaluation conference. Four districts reported that they make efforts beyond those required by P.L. 94-142 to ensure parent participation at IEP meetings such as notifying parents of the meeting first by letter and then by telephone. Six said they automatically give parents a copy of the IEP document, and one said it provides the parents with a written summary of the IEP conference. Three districts reported that they review the IEP more than once a year, with one of these reporting that a team meets monthly to review child progress.

Change in Process

Both the NASDSE and the SRI studies indicate that LEAs have continued to make changes in the IEP process. While 11 of the 20 districts in the NASDSE study reported changes that resulted in increases on at least one dimension of time and paperwork for the document and conference, 13 reported decreases on at least one dimension, with seven reporting decreases on all four dimensions. The reasons most often given to explain the decreases were experience, familiarity with the process, and a more efficient system. Other reasons were simplified forms or shortened document, inservice training, and positive supervision (see Table 4). These same reasons were often given to explain increasingly positive attitudes towards the time and paperwork involved in the IEP process.

In addition to these changes reported by NASDSE, SRI reported that in over half of its 16 study sites, short-term objectives had become broader, making them less like lesson plans and more like the "general benchmarks" described in SEP's interpretation of the individualized education program (Federal Register, Volume 46, Number 12). SRI reported that teachers were compensating for the loss of more specific IEPs by adding their own objectives, using lesson plans instead, or "starting all over."

Some of the districts in the NASDSE study reported that they anticipated further changes in the IEP process next year--three because they anticipate changes in State and Federal requirements, two because of budget decreases and thus loss of teacher aides, and three because they intend to further streamline the process by improving forms or using a computer to store goals and objectives.

Table 4

Number of Districts Citing Reason for a Decrease in Time and Paperwork

Reason	Decrease in time and paperwork
Experience	8
Familiarity with the process	8
More efficient system	7
Simplified form, shortened document	5
Inservice training	4
Positive supervision	1

LEA Suggestions

When asked how they would change the IEP process if Federal and State laws no longer required them to continue their present process, the LEAs in the NASDSE study said they would make the document less comprehensive (eight), include fewer participants at the meetings (five), and make less effort to involve parents (four). Interestingly, in many cases, these were the same LEAs that reported having practices which exceed the P.L. 94-142 requirements.

Conclusion

Although LEAs reported that the time and paperwork involved in the IEP process was still a problem, they also reported that the process was worth the time and effort involved. In fact, most of the LEAs in the NASDSE study exceeded the Federal requirements. Similar to findings in previous reports to the Congress, LEA responses indicate that the benefits of such additional requirements need to be carefully weighed against the effects on staff morale.

Least Restrictive Environment

The least restrictive environment (LRE) provisions of P.L. 94-142 (Section 612(5)(B)) and its acommpanying regulations (Sections 300.550-300.555) require participating agencies to assure that to the maximum extent appropriate, handicapped children are educated with their nonhandicapped peers in schools as close to their home as possible and that they are removed from the regular class "only when the nature and severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." Data reported to SEP by the States indicate that this mandate is being implemented. Since the passage of the law, handicapped children have been increasingly receiving their education in regular classes or at least in regular education buildings (see Table 2, p. xx). At the same time, all of the previous reports to the Congress have emphasized how complex and challenging the Nation's teachers and administrators have found the task of educating handicapped children with children who are not handicapped.

In a study conducted by JWK International from 1978 through 1981 to identify administrative strategies which promote the effective integration of handicapped children, it was found that the progress being made has been accompanied by problems in achieving effective pupil planning bases, attitudinal acceptance, age-appropriate placements, and reliance on neighborhood schools as the placement referent. The JWK analysis, which was conducted in 50 LEAs throughout the country, clearly identified comprehensive planning at the State, district, and building levels as a prerequisite to successful implementation of the LRE provisions of P.L. 94-142. This section describes the nature of the planning required, examples of successful planning, and the challenges which face SEAs and LEAs in implementing such coordinated planning.

State Planning Activities

JWK found that the following planning activities at the State level greatly facilitate local efforts to implement the LRE provisions of P.L. 94-142: conducting Statewide studies to ascertain the current educational settings in which handicapped students are served; reviewing all State policies and procedures to determine whether they facilitate or inhibit the implementation of the LRE mandate at the local level; examining the results of monitoring activities to identify those districts that are found to be out of compliance with the LRE mandate; and developing a comprehensive plan of technical assistance, training, and follow-up. These types of State planning activities provide support for LEAs in their efforts to plan at the local level.

The Vermont State Department of Education offers an example of this kind of State-level planning. In 1971 the SEA submitted a 10-year plan to the State legislature calling for incremental funding to attain the goal of providing full opportunity for all handicapped children, with particular emphasis on educating handicapped children in the least restrictive environment. More generally, the schools were called upon to serve handicapped children from birth; a priority was placed on the development of appropriate services to severely handicapped students; and the SEA and other State agencies were committed to a policy of deinstitutionalization. During the 10 years of the plan's implementation the State's special education budget has grown from an initial $4 million to the 1981 level of $15 million.

Specifically as regards LRE, the SEA developed two models to enhance service delivery to handicapped students. The consulting teacher model was designed to enhance the success of local district efforts to serve handicapped students in regular education programs. In this model, special education personnel are trained to provide consultation, support, and guidance to their regular education peers. A complementary model, the State interdisciplinary model, focuses on the severely handicapped--many of whom had been served in a State residential facility since birth or arrival at school age. This model is intended to develop local capability to provide appropriate services to this low-incidence population. Educational consultants, physical therapists, communication specialists, and pediatricians travel through the State to provide direct services to children and consultation and training to their teachers. With the help of this Statewide support system, many of these youth can now reside in community living facilities.

The State Division of Special Education has a team of seven Technical Assistance and Evaluation (TAE) consultants, each of whom is assigned regionally throughout the State. Among other things, this group is developing a model for providing training and consultation to district administrators regarding the least restrictive environment mandate. By working at the local, regional, and State level, the TAE consultants are able to provide local input to State planning efforts and thus to effect State changes that facilitate local changes. Although the effort has been initiated with three districts in a single region, the long-range plan is to replicate this training model through the remaining six regions in the State.

Although State planning is a necessary component for achieving the full implementation of the LRE provisions, it is insufficient by itself. State planning, to be effective, must be coordinated with and support planning by the local school districts.

District-Level Planning

During the initial phase of its study, JWK conducted site visits to over 50 districts across the country to study innovative strategies for implementing the LRE mandate. In each district, specific planning steps were documented which were intended to modify current service delivery patterns and to result in the increased movement of handicapped students to less restrictive settings. Although rarely present in their entirety in a single school district, 18 different planning activities identified by JWK appeared to have significantly improved the success of efforts to integrate handicapped children. These 18 planning activities logically clustered into four planning phases.

The first phase includes preplanning tasks in which administrators identify the sources of impetus for change in their district; review Federal, State, and local regulations and trends relating to the provision of services to handicapped students in the LRE; examine successful models in other districts; and formulate a basic philosophy that will be clearly, consistently, and formally communicated throughout the district and will focus the energies of both regular and special education personnel on the task of providing educational services to all students in the district.

The second planning phase is that of involvement of key people--the superintendent, selected school board members, administrative and instructional personnel, parents, members of advocacy groups, and perhaps others--to analyze and if necessary improve existing procedures and programs.

The third phase involves a review of current service delivery patterns. During this phase, administrators conduct a thorough inventory of present resources. The term "resources" refers in this context to personnel (numbers, certification, and present assignment); facilities (accessibility, location, and appropriateness); equipment and materials; contracted services; and all other available assets. The next step is to conduct a survey and analyze current delivery patterns, identify individual student service needs (not as a function of the IEP process but as a means to facilitate district planning), and compile student information for each neighborhood school. Thus a roster is created for each regular education building of all handicapped students who live in the area covered by that school. School administrators can then begin to identify those students for whom the neighborhood school is--or is not--the most appropriate placement option. The administrators often find that a return to the neighborhood school is not only appropriate for most handicapped students but is also cost effective. The JWK report notes that a district in California discovered that this planning sequence resulted in a savings of over $100,000 in transportation costs alone.

The fourth and final phase of the planning activities is the development of a written plan for service delivery. Based on data available from the previous tasks, the administrators formulate a tentative district-wide plan citing the resources required to implement the plan compared with present resources. The plan may include implementing only certain program components in the beginning and adding components as resources and experience permit. As part of developing the plan, revised IEPs are developed for each student at a meeting attended by the student's parents and teachers, and an LEA representative. A decision is made concerning the appropriate placement for each student based on the newly developed district-wide plan which delineates a continuum of placement options.

Having identified these planning activities based on information from the 50 school districts, JWK then provided training for over 60 different LEAs. The following illustrates the application of these planning strategies in two unique district settings.

The Spokane Public Schools traditionally operated separate facilities for many of the special education students in the district. Planners at the district level noted that over 40 percent of the school's special education students were bused away from their neighborhood school and that transportation costs for one year for special education exceeded $100,000. Within the past five years, the district has been cited by the Washington Department of Public Instruction, SEP, and the Office for Civil Rights for failure to comply with the LRE provisions of P.L. 94-142 and of Section 504.

The Spokane Public Schools responded to this concern by making significant changes in student placement. Working with a multidisciplinary team from the University of Washington, the district evaluated the instructional and related services needs of all students who were educated in separate facilities in the district. Each neighborhood school's capability to provide appropriate services for the majority of these students was analyzed, and the decision was made to return almost all of the handicapped students in the district to their neighborhood schools. All educational programs in each building were placed under the direct control and supervision of the principal, and special education became a support system rather than a separate system. Special education personnel were redistributed throughout the district, and a range of placement options was created at each building level.

Rhode Island's Exeter-West Greenwich Regional School District serves two rural communities in the State. Recently, the district created an administrative planning team, which is composed of the district's four administrative personnel: the superintendent, the special education supervisor, and two principals. The members often meet informally and

also meet formally at monthly meetings to discuss administrative strategies for educating the district's handicapped students in the least restrictive environment. The team submits quarterly reports to the board of education regarding issues and progress, and each month a board member is invited to visit the special education program and to receive detailed information regarding the program's operation and goals.

During the summer of 1981, the administrative team conducted an analysis of the needs of the 21 special education students being served in out-of-district programs as a start towards developing the capability of providing appropriate services to as many of these students as possible in their home district. One result of this analysis was the conclusion that a preschool program for the handicapped should be developed. Six of the 21 students were subsequently returned to the Exeter-West Greenwich schools, four of whom were to be served in the newly created preschool program. The money saved in tuition costs was applied to the salary of a teacher.

In a further effort to include handicapped students in the regular education classroom for as much of the instructional day as appropriate, the team arranged an inservice program for all primary teachers. Conducted by a special education staff member, the session illustrated the application of special education techniques to problems that face regular education teachers in their own classrooms. The team reported that this inservice training contributed to improved attitudes of regular teachers towards having handicapped children in their classrooms.

Just as with State-level planning, school district planning is an essential but insufficient activity for achieving the goals of the LRE provisions. School district planning provides the overall philosophy, the allocation of personnel and space, the assignment of students, and the inservice training required. However, the school building is the actual site of service delivery.

Building-Level Planning

Numerous educators have observed that handicapped students can be as segregated from their nonhandicapped peers in a regular education building as in a segregated facility. One strategy JWK found in several districts for successfully including handicapped students in the regular education program was the use of a task force to determine the appropriate location of classrooms that will serve special education students within a regular education building. Task force members typically included the building principal, regular and special education teachers and students, parents, handicapped persons in the community, and in some cases--to help assure consistency among the buildings throughout the districts--a district-level administrator. The typical

first step of such task forces, JWK found, is identifying the students to be served and any physical need they may have--ramps, elevators, bathrooms, etc. Next is describing the purposes for the special rooms to be used and any structural needs to be taken into account, e.g., sinks, "time-out room," observation booth, etc. Each potential location is then analyzed in terms of such matters as proximity to classrooms for the nonhandicapped and to age-appropriate peers, opportunities for informal interaction with peers, accessibility, and safety factors.

A variation of this type of school building planning is illustrated by the efforts of the Madison, Wisconsin, Metropolitan School District to integrate severely and profoundly handicapped children from a separate facility into several regular education buildings in the school system. Intensive planning was required by an elementary school principal in one of the receiving schools when it was decided that 30 severely and profoundly handicapped children, five special education teachers, and three aides would be transferred from a separate special education school to his regular elementary school. Planning activities included visits to the separate facility by the principal so that he could determine what would be required to appropriately educate these children and by regular teachers so they could become familiar with the children and reduce the potential effects of stereotypes and fears. Similarly, the special education teachers and aides visited the regular education building where they would be reassigned. During the first year, the special education teachers preferred to be placed together. This preference was honored by the principal as a transitional arrangement, and the special education classes were clustered together in the basement of the school building. During the year, as the special education personnel and regular teachers had an opportunity to become more familiar and comfortable with each other, plans for the second year were formulated. Based upon the first year's experience it was decided that the most favorable placement for the severely and profoundly handicapped children was in classrooms near those of their age-appropriate nonhandicapped peers, and so in the second and third years the special education classes were located throughout the building.

Thus, it can be seen that through careful building-level planning, which is supported by State- and district-level planning, the full goals of the LRE provisions of P.L. 94-142 can be better achieved.

Conclusion

The commitment to educate handicapped children in the least restrictive environment appears to exist in our Nation's schools and to be supported by the general public. However, this commitment must be bolstered by administrative support and encouragement. Based on initial observations by JWK, it appears that comprehensive planning achieves

cost savings through better use of personnel and space and the reduced need for transportation. This type of planning will be particularly needed in a period when resources are tight and the States are being asked to take on increased fiscal responsibility for educating handicapped children.

Procedural Safeguards

The procedural safeguards requirements of P.L. 94-142 (Sections 615(a)(b)(c)(d)(e)) and its accompanying regulations (Sections 300.500-300.514) address the issue of arbitrary decisions and misjudgments in special education placements. They require that the concerns of the parents, the child, and the school be considered before a placement decision is made and that parents be fully informed in their native language of all information relevant to any evaluation or placement decision. When parents are first notified about the school's intention to evaluate their child, the school must provide a statement of procedural safeguard rights. These rights include an opportunity for the parents to obtain an independent evaluation at public expense if they disagree with the evaluation made by the public agency and to inspect and review all relevant educational records of their child. If the parents and school disagree about a decision and cannot resolve the disagreement informally, either the parents or the school may request a due process hearing. An impartial third party is then assigned to weigh evidence presented by each side and to make a final determination that must be implemented unless an appeal is filed. In cases where a natural parent cannot be identified or located, the LEA is responsible for assigning the child a surrogate parent. These safeguards are intended to protect handicapped children's interests by allowing their natural or surrogate parents access to information and procedures which are intended to increase the chances that appropriate educational decisions are made.

Previous reports to the Congress have primarily addressed the provisions of P.L. 94-142 which call upon the LEA to notify parents of their rights and obtain their informed consent before evaluating the child or placing him or her in a special education program. This year's report will describe progress made by SEAs and LEAs in implementing two other basic protections afforded by the procedural safeguards provisions of P.L. 94-142: due process hearings and parent surrogates.

Due Process Hearings

Previously, only an estimate of the number of due process hearings for a selected number of States could be reported. This year, the actual number of hearings in 49 States for the 1979-80 school year is available from the State program plans. Forty of the 49 States were able to report the number of local as well as State hearings. Eight reported that they had only State-level hearings, and one reported that it could not accurately determine the number of local hearings.

The number of hearings varied greatly from State to State, as shown in Figures 6 and 7. Some States conducted no hearings at all while others had up to 356. The total number of local hearings was 1,166, with a Statewide median of nine. For State hearings the total was 1,418, with a Statewide median of seven. Disputes most frequently concerned placement and the least restrictive environment, as shown in Figure 8.

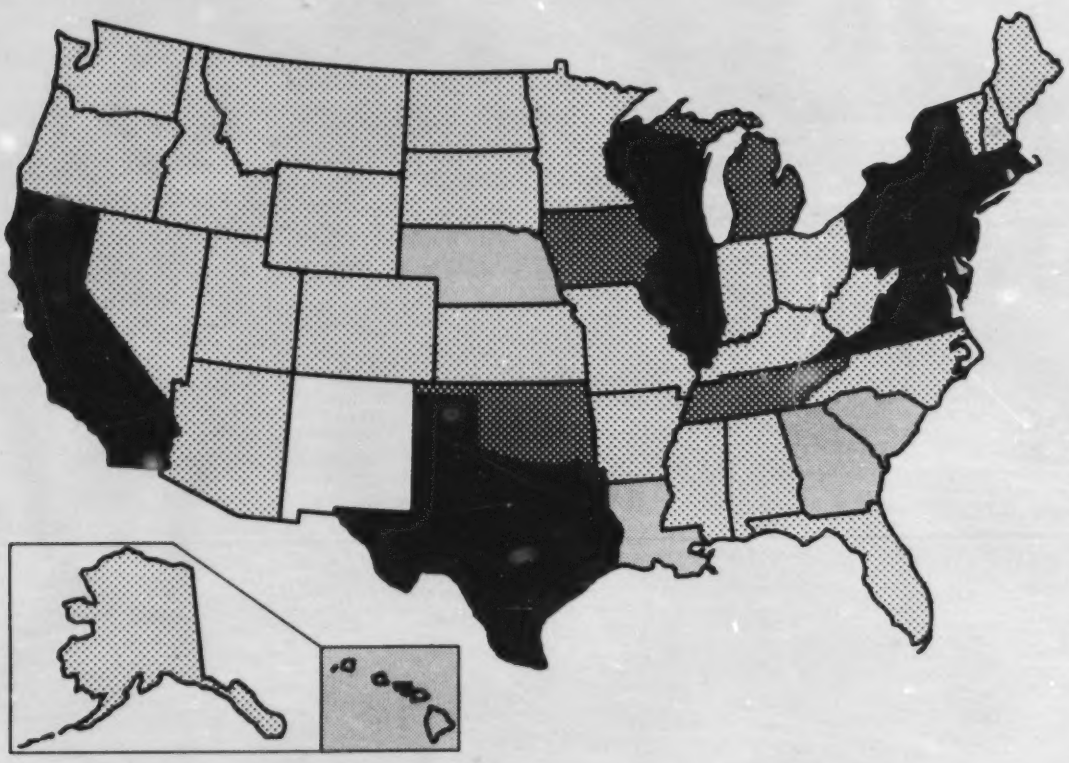
The number of hearings tells only part of the story. Another part is the ability of the States to assure that the implementation of the due process hearing procedures is consistent with the provisions of P.L. 94-142. Evidence of State capacity to administer the hearing procedures--as identified by NASDSE (1981) in a five-State sampling--is illustrated by the States using criteria for selecting candidates to be hearing officers, providing training for hearing officers, reviewing hearing officers' performance, and monitoring to assure implementation of due process hearing decisions.

The SEAs--through policy or administrative practice--were found to have developed criteria for selecting candidates to be hearing officers. Two of the five SEAs had developed general guidelines which stated that prospective hearing officers must have had experience with the hearing process and possess knowledge of special education regulations. Two others primarily selected attorneys, whereas one excluded attorneys under all circumstances.

All of the SEAs conducted some type of formal training for their hearing officer candidates. Two SEAs had full-time hearing officers, and these conducted the most extensive training programs, one lasting 120 hours with monthly inservice on specific problem areas, and the other lasting 80 hours with periodic inservice. The remaining three SEAs had part-time hearing officers, and their training ranged from 16 to 30 hours, with an annual refresher course. The training usually included information about State and local special education policy, P.L. 94-142, and educational practice and programs; procedures for conducting a hearing and writing a decision; and the opportunity to observe an actual hearing or a videotape of one and to perform the hearing officer's role at a mock hearing.

Candidates who successfully completed the training program were placed on a list in each of the five SEAs. The two States that employed hearing officers on a full-time basis had short lists--one had 13 and the other 11 hearing officers. The other three States provided yearly contracts for their hearing officers or requested their services on a case-by-case basis. The number of hearing officers in these States was 95, 54, and 37, respectively.

Figure 6 State Due Process Hearings, 1979-80



Fewer than 10 hearings (27 States)

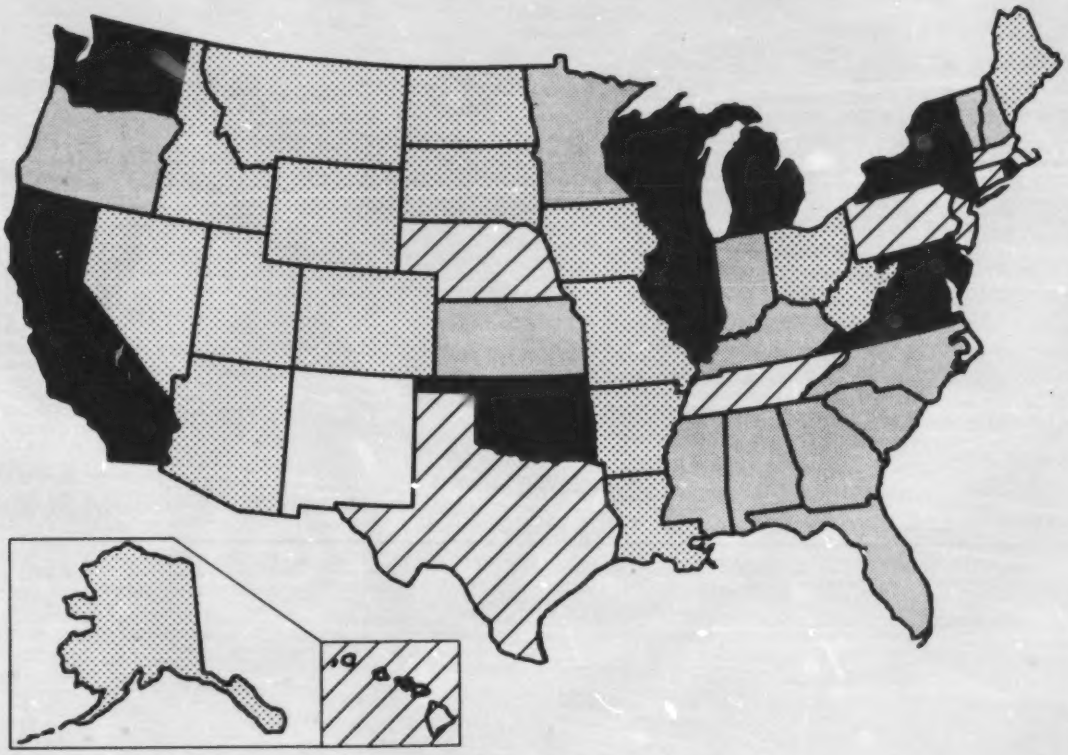
10-20 hearings (7 States)

21-30 hearings (4 States)

Greater than 30 hearings (12 States)

Data not available for New Mexico.

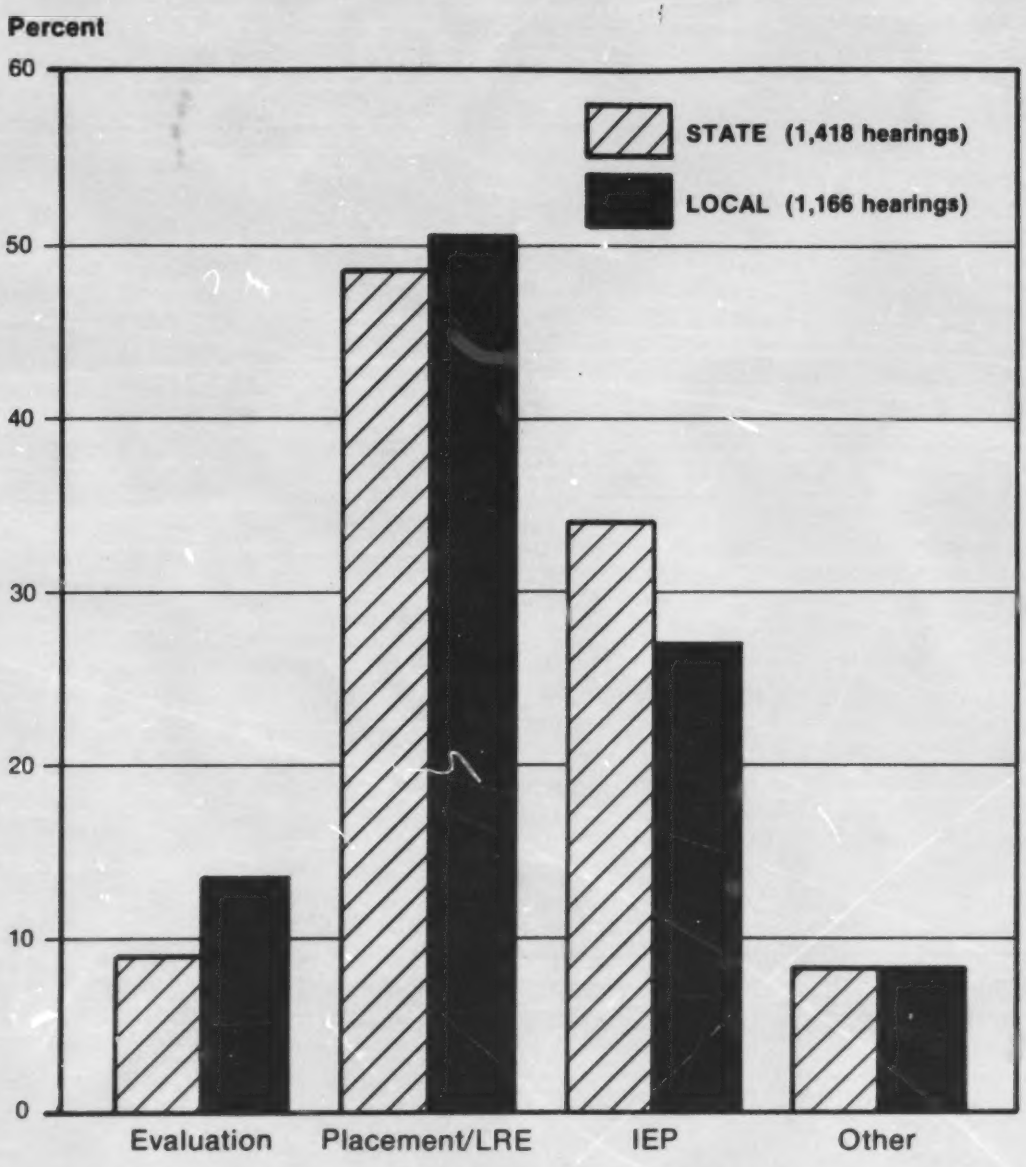
Figure 7 Local Due Process Hearings, 1979-80



	Fewer than 10 local hearings	(17 States)
	10-20 local hearings	(13 States)
	21-30 local hearings	(1 State)
	Greater than 30 local hearings	(10 States)
	Hearings only conducted at the State level	(9 States)

Data not available for New Mexico.

Figure 8 **Frequency of Issues Raised at State- and Local- Level Due Process Hearings, 1979-80**



Hearing officers were assigned to specific cases according to such methods as a rotation system or on the basis of such criteria as expertise in an area relevant to a specific case. The only caveat to assignment was that there could be no conflict of interest. In the two SEAs with full-time hearing officers, it was presumed that they were independent from any agency that would be a party in a hearing case. In the SEAs where LEA personnel were hearing officers, they were barred from hearing cases originating in their own districts. In either event, the hearing officer was given an opportunity to review the case beforehand and alert the SEA if a potential conflict of interest existed.

Beyond the matter of impartiality was concern about the quality of the hearing officer's performance. In fact, three of the five SEAs queried reported instances in which hearing officers had been removed from the approved list. Removals were effected for missing timelines, being unavailable for conducting hearings, writing inadequate decisions, and missing refresher courses. Additional quality control procedures established by SEAs included having the State Director of Special Education or a member of the compliance staff review the decisions made by hearing officers. Inadequately written decisions were usually returned to the hearing officer for revision; instances were reported in which decisions had been overturned on appeal on the grounds that a regulation or piece of evidence had been misinterpreted.

The study showed that from two to six weeks after the hearing decision was made, two of the SEAs routinely monitored it to ensure appropriate implementation. In these and in the other three States, if noncompliance occurred, several avenues of recourse were available. For example, the parents could reactivate the case through another hearing, or the State could take such actions as holding conferences with the public agency, conducting an investigation, and withholding P.L. 94-142 funds from the agency.

Although the study indicates that States have clearly developed the capacity to implement due process hearing procedures, several unanticipated outcomes have occurred. Schools and parents have found that the process became more adversarial than had been anticipated and that the costs of using this procedural safeguard exceeded expectations. Several studies (NASDSE, 1981; Peterson & Ayer, 1980; Peterson & Ayer, 1981) have found that an average hearing may cost the SEA thousands of dollars. Moreover, these amounts did not include the time spent by school personnel, parents, and their attorneys in preparing for and participating in the hearings. Meanwhile the unexpectedly high level of adversarial confrontation between school staff and parents often caused considerable emotional stress for the families involved (Budoff & Orenstein, 1979).

In an effort to reduce the adversarial and costly nature of due process hearings, some SEAs and LEAs have sought to develop less formal and less legalistic procedures for settling disagreements. Such procedures--referred to by such various terms as negotiation, conciliation, problem-solving, administrative review, and prehearing--come down to an arrangement in which an intermediary assists two conflicting parties to reach a mutually acceptable solution to a problem. Mediation is typically requested once a dispute cannot be resolved by the special education planning team or building principal. It does not abridge the rights of parents to a formal due process hearing.

NASDSE (1981) provided some preliminary findings on the process through discussions with nine local directors of special education in nine States whose districts practiced some form of mediation. According to the directors, parents were customarily informed about mediation as the need arose, rather than when they were informed of their procedural safeguards under the law. Mediators were generally school staff personnel who demonstrated outstanding interpersonal skills. Their task was to help clarify any misunderstanding parents had about the school program, and if disagreement continued, to assist the school staff and parents in coming to an acceptable settlement. Specific procedures or strategies for resolving disputes were not identified. However, the directors reported that once an agreement was reached, it was recorded and monitored, often as part of the IEP process. If noncompliance was found, several options were exercised by the parents. Most frequently they requested a due process hearing or another mediation session. In some districts, the director of special education met with the school staff to investigate the situation and issued reprimands as appropriate.

All of the directors had positive opinions about mediation. They strongly believed that their relationships with parents were improved and put back into a cooperative mode rather than having parents as foes in a continuing battle over a child's program. Moreover, they said, this positive milieu was somehow communicated to the community at large, thereby enhancing the school system's reputation as a responsive service provider. Given these outcomes, it was not surprising that all the participants in the NASDSE study stated their intention to retain the mediation process.

Although mediation procedures would appear to have promise, the challenge to SEAs and LEAs choosing to implement this process is how to balance the need for administrative controls with the flexibility and informality seemingly required to offer a workable alternative to the due process hearing. Both the structure and the formality of the process varied considerably from State to State. For example, in the school districts in the NASDSE (1981) study as well as in Minnesota (Peterson & Ayer, 1981), central office administrators routinely

function as mediators trying to work out agreements between the school district and parents. Connecticut has a more formal procedure in which the parents may request a State-appointed mediator to help negotiate a settlement prior to the due process hearing (Yoshida & Byrne, 1979). The Connecticut approach appears to result in many of the problems associated with the due process hearing, such as high cost and the need to engage attorneys.

It would appear that further work is needed towards delineating the types of mediation procedures being used, the techniques necessary for effective dispute settlement, the type of training that results in good mediators, and whether the decisions result in appropriate programs for the students concerned.

Surrogate Parents

One procedural safeguard requirement not discussed in detail in previous reports to Congress is that of surrogate parents (Section 615(b)(1)(B)). The basic principle underlying this provision is that the public agency shall protect a handicapped child's rights when his or her parent cannot be identified or found after reasonable efforts or when the child is a ward of the State under the laws of that particular State. The procedure calls for the State to appoint a surrogate parent who may represent the child in all matters relating to the child's education, with the understanding that selected surrogate parents have knowledge and skills that insure adequate representation of the child. At the same time, they may not have any conflict with the child's interests, such as being an employee of the public agency serving the child.

Estimates of the number of children requiring a parent surrogate were provided to NASDSE (1981) by 11 States. The estimates ranged from none to between 700 and 800. No States had surrogates representing more than .8 percent of the total handicapped population. The variability in the number of surrogates could be accounted for by several factors, including differences in definition between "guardian" and "surrogate," the extent to which local and State education agencies are able to identify and locate the child's parents, the percentage of children in the State identified and evaluated as being handicapped, the percentage of wards who reside in institutions or with foster parents, and the accuracy of State-reported figures.

The central issue of concern for this provision, as for the due process provision, is the capacity of the States to administer it--a capacity evidenced in selection and training procedures for parent surrogates and in the State's monitoring of parent surrogate

performance. NASDSE (1981) provided information from 15 States on these issues.

The P.L. 94-142 requirement that to avoid conflict of interest a parent surrogate may not be an employee of a public agency was often found to conflict with State regulations concerning guardianship, especially when other human services agencies were involved. In all 15 States, before the passage of P.L. 94-142, guardians--whether private citizens or public agency employees--were responsible for all decisions concerning the child's welfare, including education. Most of the States have now adopted selection procedures that do not allow public agency guardians (such as superintendents of State institutions) to make educational decisions regarding their wards. Three of the States, however, were reported to have had difficulty with this requirement because of an absence of interagency agreements regarding the appointment of surrogates and to be still in the process of making their regulations and policies consistent with P.L. 94-142.

Both appropriate interagency agreements and effective methods of recruiting surrogate parents were reported still to be needed in some States. Most surrogates were found to be volunteers who often did not have the background required to respond appropriately to the types of problems they faced. Recognizing that surrogate parents require preparation before being assigned to a child, all but two States provided formal training programs through the SEA or through LEAs, advocacy groups, or agencies operating their institutions. The training included review of Federal and State laws and regulations, discussions concerning the role and responsibility of the surrogate parent, information about the school district or institutions enrolling the children to be under the surrogate parents' supervision, and background information on the handicapped children themselves.

In addition to the quality control efforts implemented by States to assure that parent surrogates were appropriately trained, all 15 States monitored the surrogates' performance. In some cases, surrogates were reported to have been dismissed for unsatisfactory performance.

It should be noted that regardless of how well trained or monitored surrogates may be, in eight of the 15 States participating in the NASDSE study they remain at legal risk for their decisions, whether well intentioned or not. In the other seven, surrogates are protected in statute or regulation from prosecution except in cases of willful misconduct. Although the sampled SEA directors reported that no surrogate had been sued, many of them felt strongly that some form of protection needs to be mandated for such persons if this provision of P.L. 94-142 is to be effectively implemented.

Protection in Evaluation Procedures

Section 612(5)(C) of P.L. 94-142 and its accompanying regulations (Sections 300.530-300.534) require that decisions regarding whether a student qualifies for special education be made by a multidisciplinary team and that this team use several specific criteria and sources of information in arriving at its decision. The decision must be made based upon results from valid instruments which are administered by qualified professionals and take into consideration the language and cultural background of the student being evaluated. Special procedures must be followed when evaluating a student who may be learning disabled as defined by Section 602(15) of P.L. 94-142 and Sections 300.540-300.543 of the regulations. Once found eligible for special education, a student must be reevaluated at least once every three years.

In 1979 SEP awarded a contract for a national survey to describe current assessment procedures and nondiscriminatory assessment practices as a basis for determining the current state of the art. The survey was developed during 1980, and almost 10,000 school personnel from 100 LEAs in 36 States responded during the 1980-81 school year. The findings from this study will be analyzed for presentation in the 1983 Annual Report.

Meanwhile, SEP has reported on an interim basis the considerable commitments made by States to implement protective requirements by improving the assessment skills of their personnel and by implementing new service delivery arrangements or management approaches (Annual Reports to Congress, 1980, 1981). Since forward strides of this nature have been noted in previous reports, the current report will concentrate on a critical remaining challenge, that of reducing waiting lists for special education evaluation. It has previously been pointed out that students are not always evaluated in a timely fashion and therefore may be effectively denied access to potentially helpful special education services (Annual Report to Congress, 1981; SRI, 1981). For a majority of children identified as potentially handicapped, evaluation and determination of eligibility for special education has been accomplished efficiently--often within three or four weeks of their referral. However, cases have been reported of delays lasting three months or longer.

To find out more about the problems of waiting lists, NASDSE (1981) conducted a study of 50 SEAs to determine first, the range of time allowed districts for completing evaluations, and second, the extent to which State directors believed waiting lists were present in their States' school districts. In addition, the State administrators and 30 local special education directors were asked what factors produced delays in the evaluation process.

Timelines and Extent of Waiting Lists

P.L. 94-142 does not define timelines for completing the evaluation process, and thus there is no standard definition of what constitutes a delay. However, many SEAs have established their own timelines. At the time of the NASDSE study, it was found that 27 of the 50 States had developed their own criteria for what constitutes a reasonable time period for performing the sequence of functions that takes place between referral and the determination of a student's eligibility for special education, and that two other States were in the process of doing so. These timelines typically allowed 30 to 60 days for a school district to complete its evaluation process. That period also appeared to be the norm in States where timelines had not been formally established.

A "waiting list" could conservatively be said to cover any children waiting for eligibility determination beyond a State-established timeline. However, most SEA and LEA administrators seemed to feel that a waiting list existed only if the problem was of some magnitude, if the situation had persisted over an extended period of time, or if it represented a recurring problem.

Of the 48 SEA administrators responding to the NASDSE study, 36 (75 percent) reported that waiting lists existed among some portion of their local districts. Although the administrators could not estimate the number of children involved, 11 reported that from one to 10 percent of their districts probably had waiting lists; four reported waiting lists for from 11 to 25 percent of their districts; six for from 26 percent to 50 percent; nine for from 51 percent to 75 percent; and six reported that they supposed there were waiting lists but could not estimate how many.

Statements by LEA administrators confirmed the SEA reports. Although half of the local administrators reported that there were no assessment waiting lists in their districts and estimated that the average length of time between referral and eligibility was 30 calendar days or less, the remaining half reported that delays affected the processing of from five to 95 percent of the children referred for evaluation. One administrator reported that at least 50 percent of the referrals in his district were not resolved within 60 calendar days. Several LEA administrators reported that at least one-quarter of their referrals took more than two months to complete, while several others estimated that approximately five to 10 percent of their potentially handicapped children typically waited longer than two months. Although not all LEA administrators reported significant numbers of children on waiting lists, those that did described a situation in which demand for assessment services outstripped the appraisal capacity of staff, causing management conflicts in many school districts.

Factors Producing Delays

School districts have experienced considerable stress in meeting increasing demands for evaluation services, particularly in the area of learning disabilities. Verifying whether a student is learning disabled was found to require more extensive evaluation procedures than did other suspected handicaps. In addition, schools are now conducting triennial reevaluations of handicapped children, as P.L. 94-142 requires. Conducting reevaluations of approximately one-third of their special education enrollment each year while at the same time handling new referrals proved to be such a load that some LEAs reserved the last three months of the school year for reevaluations and cut off initial referrals around March. While this procedure permitted the required action on reevaluations, there were instances in which referrals for initial assessment could not be processed until the following fall, resulting in unreasonably long waits between referral and eligibility determination. The most recent report from SRI (1981) confirmed this problem of school systems juggling their schedules to accommodate both initial evaluations and reevaluations. The SRI study also found that school systems were hiring school psychologists on a short-term basis to assist them in reducing backlogs caused by increased demands for reevaluations.

The districts reported that the problem of handling increasing numbers of evaluations is compounded by the fact that the demand for assessment services is very uneven, sometimes increasing seasonally and sometimes for no apparent reason at all. One local administrator reported that nearly 50 percent of the referrals in his district were made in two months of the school year; the remaining referrals were spread over the other seven. Since the supply of appraisal personnel remains relatively constant, the uneven flow of referrals often resulted in waiting lists. Although administrators reported that children with severe problems were usually given priority and assessed quickly, some children suspected of having milder learning problems waited six months or more between referral and assessment while the appraisal staff worked its way through concentrations of referrals.

As for the resources needed to bring the situation under control, LEA administrators reported continuing personnel shortages among psychologists, psychometrists, occupational therapists, and physical therapists, and sometimes even among such personnel as audiologists and speech therapists. This chronic understaffing among related services personnel who play key roles in the pupil appraisal process was thought to be the major reason for evaluation delays.

Echoing findings reported in the 1981 Report to Congress, one-quarter of the SEA administrators reported that they expect personnel shortages to continue because training institutions are unable

to keep up with school district demands for qualified support services personnel. The problem becomes even more acute when school districts serving ethnic populations need to recruit bilingual staff members. In addition, some State directors mentioned that no training programs were operating in their States for such personnel as physical and occupational therapists.

LEA administrators stated that positions sometimes went unfilled for such reasons as the following: (a) school districts eliminated these positions as having low priority in the overall operation of a district's special education program; (b) school district pay scales were not competitive with more financially rewarding positions in private or other public agencies; and (c) some positions were located in areas many applicants regarded as being geographically undesirable.

Coupled with the supply and demand problems, school administrators reported they were having difficulty in determining how to coordinate and efficiently use the resources already available.

Proper procedures call for a multidisciplinary evaluation of students. This approach involves a number of staff members--support personnel, teachers, and administrators--and thus there must be someone to coordinate and monitor the effort. Particularly in districts too small for highly specialized staff roles, personnel are frequently given the responsibility for a wide range of duties, such as gathering records relevant to the child's referral, obtaining parental consent, scheduling the administration of tests, chairing meetings, coordinating the development of the child's individualized education program, and subsequently monitoring its implementation. These duties cut into the time needed for assessing students. Furthermore, staff members have had to learn new patterns of working together in order to perform these duties. Learning these working relationships has often proved to be a recurring need, depending upon staff changes.

Working out cooperative agreements with other agencies to help provide evaluation services has presented a particularly thorny problem. Several LEA administrators noted that delays frequently occurred because the school districts had no control over the schedules of these agencies or even in some cases over the selection of the agencies from which services were to be purchased. Sometimes such circumstances as the location of the services created problems. For example, small districts--particularly those in isolated rural communities--often used the services of diagnosticians or assessment centers far removed from the home district. It was not unheard of for children to have to travel as far as 300 miles to be tested.

Meeting the Challenge

Many of those involved in studying the situation said that the complete elimination of waiting lists may not be feasible. Nevertheless, most LEAs seem to be making significant progress. Some say they have been able to relieve the pressure by controlling demand. The 1981 Report to Congress stated that several LEA administrators in Texas found that by developing such procedures as reviewing the referral to make sure that all alternatives within the regular education program had been exhausted before conducting a special education evaluation--they have dramatically increased the percentage of referred children who were found eligible for special education. Similar approaches have been reported by districts in New Jersey, West Virginia, and Louisiana. These procedures have the added benefit of insuring that services in the regular program are fully explored and tried before more restrictive placement options are considered.

States also were found to be developing a variety of strategies to bolster the supply of personnel. Some SEAs (Michigan, for example) have used their P.L. 94-142 State shares to pay for personnel needed to assist LEAs reduce or eliminate student assessment waiting lists. Such States as Arkansas, Indiana, and Maryland assist LEAs in identifying job candidates by serving as personnel clearinghouses. The Indiana and New Hampshire SEAs reported linking student interns from institutions of higher education in the State to specific LEAs, with State directors of special education or their designees meeting directors of university personnel preparation programs on a regular basis to keep them informed about current and emerging personnel needs. In addition to these State efforts, several local administrators mentioned the increased use of inservice training to inform administrators and staff members about their roles in the evaluation process, thus reducing role conflict and inefficiency. At the Federal level, it is hoped that the Education Consolidation and Improvement Act of 1981, which consolidates 40 small programs, will help free up diagnostic staffs to assist in the evaluation of handicapped children.

In wrestling with the management problems of the evaluation process, SEA and LEA administrators have experimented with several approaches. Several SEAs have reviewed their procedures for testing children so that redundant and inefficient instruments and forms have been eliminated and alternative methods adopted. For example, Maine has recommended that LEAs use existing student records and pupil performance data to reduce the amount of formal testing needed in making an eligibility determination. States like California have developed models of acceptable forms for obtaining parental consent for evaluation to help LEAs eliminate duplicate forms or reduce the length of documents. Many local districts on their own have reviewed and revised their forms and thus have significantly reduced the amount of staff time spent in

documenting pupil evaluation decisions. Some local systems, such as the AERO districts in Illinois, are designing more sophisticated computerized management information systems for tracking students needing evaluations, tracking parental consent, and making more efficient personnel assignments.

Conclusion

Throughout the Nation, school systems would appear to be making a vigorous effort to assess potentially handicapped students on a timely basis. On their own initiative, many State and local systems have established timelines for conducting evaluations, sought to increase their assessment staffs, and established new procedures such as reviewing referrals. The assessment situation continues to present difficulties. On the whole, however, the evidence suggests that the situation has improved during the past year.

Private Schools

Public Law 94-142 (Section 613(a)(4)) and its accompanying regulations (Sections 300.400-300.460) assure all handicapped children receiving publicly-authorized services in private schools the same educational rights afforded handicapped children in public schools. Moreover, handicapped children voluntarily enrolled in private schools by their parents are eligible to participate in public special education programs and related services, and the SEA must insure that the mandates of P.L. 94-142 are applied to public and private schools alike.

In 1980, SEP reported to the Congress that policies and procedures basic to compliance with P.L. 94-142 had been established in all States and that Federal and State monitoring efforts were making a significant contribution towards insuring the availability of appropriate rights and services for all handicapped children regardless of the setting. Recent findings from NASDSE (1981) indicate that LEAs are making a concerted effort to provide services to children in public rather than private settings and to establish standards that assure the appropriateness of those private placements that are still required. The findings also indicate that disputes with parents over private placements have decreased due to improved public services and that the cost of necessary private placements continues to be a problem. Finally, the NASDSE findings provide insight into the progress being made and the problems still existing in serving children placed in parochial and other private schools by their parents.

LEA Placements

The Special Education Programs' Third Annual Report to Congress cited evidence that LEAs had begun to establish programs for students with many types of handicapping conditions who previously had required placement in private schools. In interviews with 15 LEAs located across the nation, NASDSE (1981) found that this trend has been sustained and refined. All 15 reported having a policy towards private placements reflecting awareness of the least restrictive environment principle plus sound fiscal planning. Where a number of handicapped children needing a similar program exist or where personnel can be multiply certified, LEAs have developed their own programs. Where school populations are small, LEAs purchase services for low-incidence handicapping conditions requiring scarce and expensive specialized personnel and equipment. Exceptions to these policies do occur, especially when a particular child fails to respond to the programs the LEA has offered, and a private setting is tried as a last step on the least restrictive environment continuum. In these cases, the child usually has severe or multiple handicaps requiring extensive residential services. Other

exceptions are occasionally made in consideration of a family's situation and preferences. Following are examples of current program plans in the 15 LEAs:

- In Boulder, Colorado, all seven severely emotionally disturbed children in the district were returned to the district program in 1981-82, with psychiatric services being made available on a 24-hour basis. This expansion of the district's program for behaviorally disordered children was prompted by rising costs amounting to an increase of $950 per child per month for private psychiatric services in addition to hefty increases in transportation costs. Instructional units for the children involved will have a one-to-four staff ratio and there will be an attending psychiatrist. Besides the economic advantage to the LEA, staff members believe the children will benefit from the mainstreamed local school programs in comparison with the isolated environment of the private school previously used.

- Pittsburgh, Pennsylvania, has expanded services for children with low-incidence handicaps such as deafness, thus joining such other communities as Boise, Idaho; Burbank, Illinois; Tulsa, Oklahoma; and Point Pleasant, West Virginia, in offering full services within the public schools.

- In North Carolina, the Charlotte/Mecklenburg schools arranged to return eight learning disabled students to an improved local program for the 1981-82 school year, while continuing to place 98 severely emotionally disturbed, mentally retarded, and deaf-blind students in existing private settings to avoid replication of specialized services readily available in the Research Triangle area.

- Small districts in Idaho are forming cooperatives to make services that were previously purchased from private schools economically feasible at the local level.

- Mesa, Arizona, has completed a plan under which a program for older autistic children will be intitiated whenever their numbers make it economically feasible to do so--that is, when the number of children needing services increases from the present two to four or more.

The NASDSE study reported that several LEAs have established specific standards aimed at assuring that private placements are made only when they are both necessary and appropriate.

- Eight LEAs reported a policy of making private placements only for children who have demonstrably failed to make progress in available LEA program alternatives, unless a compelling case is made for 24-hour private residential care.

- Six LEAs reported that all private placements are limited to those on an approved list of schools certified for specific services by the SEA or by local committees established for such purposes, and eight said that they conducted site visits for all proposed private settings. Two of the LEAs reported undertaking both of these measures.

- In six of the LEAs all proposed private placements are reviewed by a central committee, and in Illinois a Statewide central approval committee has been instituted to review proposed residential placements.

- All 15 LEAs in the NASDSE study reported that at least once a year, during the IEP review, they examine the advisability of returning individual students who have been placed in private settings to their home districts. The study noted that return rates vary widely for differing handicapping conditions, suggesting that criteria for returning students are based on an individual's observed progress and needs rather than on administrative or system needs.

The LEAs indicated that a significant benefit of expanded services and careful review procedures was a reduction in the number of disputes in which parents rejected district placement recommendations in favor of private placements. In contrast to last year, when these disputes were reported to be frequent, only two of the 15 LEAs contacted by NASDSE reported such a problem. In Burbank, Illinois, the source of controversy was the initiation of a program for behaviorally disturbed children, and in Boise, Idaho, the problem had to do with post-hoc requests for payment after parents had voluntarily placed their child in a private setting. The remaining LEAs attributed the reduced number of disputes to increased public confidence in the LEAs' programming alternatives and the wide array of placement alternatives now available.

The LEAs reported that even with fewer private school placements than in the past, fiscal issues remain a concern both now and for the

future. The cost of private placement was reported to have ranged from a low of $2,070 annually for a child in a day placement to a high of $24,000 annually for a residential placement. The typical range was from $3,870 to $11,655 per child annually. Although the majority of LEAs reported spending less than one percent of their total special education budget on private placements, some reported spending up to 4.5 percent. States such as Illinois and Pennsylvania have ceilings on the amount that can be paid for private placements. Other districts--St. Louis, Missouri, for example--reported that State reimbursement comes from the State share of P.L. 94-142 monies. A few districts--e.g., Burbank, Illinois, and Charlotte, North Carolina--reported that other social service agencies, faced with budget cuts, are seeking to reduce their commitments to pay for noneducational expenses for severely handicapped children requiring residential care.

Parent Placements

The 15 LEAs contacted by NASDSE (1981) noted that evaluation was the primary service rendered to students placed in parochial or other private schools by their parents. All of the LEAs reported having established provisions for accepting referrals from private schools and having notified private school administrators of available evaluation services, coordinated with local parochial school systems, issued public announcements, and distributed printed materials. In addition, many districts (including Boise, Idaho; Alexandria, Louisiana; St. Louis, Missouri; Charlotte, North Carolina; Tulsa, Oklahoma; and Pittsburgh, Pennsylvania) offer training to private school staff to acquaint them with the referral process and to teach them screening techniques. A few districts (e.g., Mesa, Arizona; Boulder, Colorado; Alexandria, Louisiana; and Charlotte, North Carolina) reported lending personnel and nonconsumable equipment to private school staff to assist them in conducting screening and evaluations.

These evaluation efforts appear to be successful in identifying obviously handicapped students. However, NASDSE reported that a spokesman for the United States Catholic Conference estimated that 6.5 to seven percent of the parochial school population is mildly handicapped and that these students remain unidentified and unserved. Similar estimates were provided by officials at the Illinois and Maryland SEAs who placed the incidence at between six and eight percent of the parochial school population, with fairly even geographic distribution.

Administrators in the LEAs interviewed by NASDSE said that efforts to identify mildly handicapped students were hampered by a sparsity of responses from independent private schools and difficulties in coordination among the parochial schools in some settings. The study

suggested that one reason for the reluctance of private schools to refer mildly handicapped students may be that the public schools generally require students to enroll in order to receive services other than such nondisruptive add-on type services as speech therapy and, less frequently, physical therapy or resource help for a learning disability. In the majority of cases, the study said, services to private school students technically stop at the point of identification because of policies requiring dual enrollment or because parents generally enroll their child in the public program if the child's needs are extensive.

The spokesman for the United States Catholic Conference reported to NASDSE that as States have rewritten their laws to comply with P.L. 94-142, State and Federal monies previously available to support on-site special education programs operated by the Catholic schools have been terminated. Most LEAs now say that handicapped students in private schools must enroll in the public schools to receive services.

Conclusion

Public schools are increasingly developing their own programs to serve handicapped children they once placed in private schools. These programs address the P.L. 94-142 goals of educating handicapped children as close to home as possible and, to the maximum extent appropriate, with their nonhandicapped peers. Such public programs are also generally less costly than private placements. However, the prevalent policy of for the most part requiring public school enrollment before providing services to handicapped children who would otherwise be enrolled in parochial or other private settings poses a problem needing further attention. Currently, this policy appears to result in a lack of needed services for some handicapped children enrolled in private schools.

State Administration of P.L. 94-142

Public Law 94-142 specifies that the SEA has the primary responsibility for ensuring that the law's provisions are met at the local level. Evaluation studies indicate that, by and large, State administration of P.L. 94-142 has improved steadily since the enactment of the law in 1975. Problems clearly remain, but the studies suggest that these problems are not as widespread or intractable as they once were, due in large part to remedial efforts undertaken by the SEAs with Federal assistance.

SEA administration of the law has two basic aspects. The first is the exercise of supervisory responsibility for all education programs for handicapped children--in all agencies throughout the State--through such means as interagency agreements, administrative directives, and changes in State laws to specify that the SEA has final responsibility for all educational programs in the State. The second consists of those mechanisms (such as monitoring) which the State uses to implement its general supervisory responsibility.

State Education Agency Responsibility

As stated in Section 612(6) of P.L. 94-142:

> The State educational agency shall be responsible for assuring that the requirements of this part are carried out and that all educational programs for handicapped children within the State, including all such programs administered by any other State or local agency, will be under the general supervision of the persons responsible for educational programs for handicapped children in the State educational agency and shall meet education standards of the State educational agency.

A recent study by Education Turnkey (1981) speaks of this provision as having "legitimatized" special education within the SEA. One result is the elevation of special education in the organizational hierarchy of the SEA. In six of nine SEAs surveyed, in 1979 at least two and more often three positions intervened in the chain of command between the special education director and the State superintendent. Currently in these States the number is only one.

Education Turnkey also reported that in order to carry out their supervisory responsibilities under P.L. 94-142, States have increased the size and changed the character of their special education staffs, with a decrease in the percentage of staff members that have prior experience and training in the specialty areas of special education and

an increase in the percentage that have general administrative, analytical, and related experience and training. Education Turnkey reported that paralleling the increase in assigned staff, the operating budget has also increased significantly, with most SEAs using the five percent of P.L. 94-142 funds allowed for State administrative costs as a major funding source for special education expenditures.

The study noted that the impact of the general supervisory provision upon other divisions within the SEA has also been significant, varying somewhat according to the structure of the SEA. For example, in some States vocational education and vocational rehabilitation are within the SEA's jurisdiction, whereas in others they are administered by a separate State board or agency. Education Turnkey reported that in the States in its study the special education division has had more difficulty in coordinating with the division of vocational education than with the division of vocational rehabilitation, with cited reasons including the relative power and size of vocational education within an SEA and perceived conflict between regulations governing special education and vocational education, especially in the areas of least restrictive environment and funding formulas. Issues between special education and vocational rehabilitation were reported as being more philosophical in nature (e.g., the individualized education program viewed as an education plan in special education versus the individualized written rehabilitation plan viewed as a life goal plan in vocational rehabilitation). Relations between special education and Title I of the Elementary and Secondary Education Act were found to vary significantly among States, except that, mainly as a result of P.L. 94-142, responsibilities relating to P.L. 89-313 programs for the handicapped have in most cases been assigned to special education.

To comply with P.L. 94-142's general supervisory provisions, in some States it was necessary to amend existing State laws; in others change has been effected through court orders. In all of the States surveyed by Education Turnkey two or more versions of regulations reflecting major changes were found to have been issued over the past seven years and in most of the States the rule-making process related to P.L. 94-142 is continuing.

Data obtained through studies and SEP monitoring activities indicate that most States have been attempting to implement the general supervisory provision by developing interagency agreements with one or more other State agencies. In some States these agreements formalized a coordination process that had previously existed on an informal basis. All nine of the States in the Education Turnkey study reported that they had undertaken from moderate to extensive initiatives to implement the requirement, ranging from the creation of an interagency coordinating committee structure in one State to the negotiation of interagency agreements in all.

Further, in most of the States in the Education Turnkey (1981) study, the SEA has contributed resources to improve coordination and implement the general supervisory provision. Examples include the contribution of funds (mostly State P.L. 94-142 dollars) to joint inservice training sessions with other agencies and the assignment of special education staff to other divisions and agencies to improve coordination. The flexible use States have made of P.L. 94-142 State administrative funds was found to have played a critical role in improving the coordination of services among other divisions and agencies administering programs for handicapped students.

Despite the advances that have been made, however, Education Turnkey reports that LEAs are still faced with legal and regulatory barriers which interfere with interagency collaboration. SEP monitoring efforts during 1980-81 confirm this report. The SEP monitoring reports indicate that in most States where this problem exists, the SEA has been able to develop interagency agreements with some but not all agencies in the State responsible for educating handicapped children, or agreements have been developed but have remained ineffective for lack of official approval and support. SEP monitoring visits indicate that in several States there is a move to examine existing State laws and regulations to eliminate conflicts and provide greater flexibility. The Regional Resource Centers supported by SEP were identified as a source of particularly valuable technical assistance in such efforts.

State Education Agency Monitoring

The Third Annual Report to Congress (1981) noted that States had voiced considerable concern at the time P.L. 94-142 was passed regarding the monitoring requirements set forth in Sections 612(6) and 613(a)(11). Traditionally most SEAs had functioned in a facilitating, "helper" role and were reluctant (as Education Turnkey noted) to become "enforcers." While some strain has occurred between SEAs and LEAs as a result of this new role, numerous positive effects of State monitoring are being reported by both SEAs and LEAs throughout the nation (Tringo, 1980).

Data obtained through SEP monitoring visits together with a recent NASDSE (1981) survey of 19 States show that SEA monitoring efforts are composed of the following components: on-site compliance monitoring, IEP monitoring, review of LEA applications for P.L. 94-142 monies, review of written LEA policies and procedures for special education programs, provision of technical assistance, and investigation of complaints.

The NASDSE survey found that the States are conducting on-site monitoring for a greater number of special education programs than ever

before and that they allocate the full time of from five to 18 SEA personnel. The typical SEA monitoring staff devotes two days to preparing for an on-site visit. Local officials are sent written notices of the visit, often including the standards to be used by the SEA in conducting the visit.

The on-site time for a monitoring visit varies in accordance with such factors as the size of the site, previous monitoring activities there, complaints received by the SEA, etc. The visits involve the participation of from one SEA person for one day to a team of persons spending approximately two weeks.

The monitoring staff subsequently spends from one to 12 days on reporting and follow-up activities for each site monitored, with the median amount of time spent being three days.

The SEAs surveyed stated that the sites they visit are normally required to submit a plan of corrective action to the SEA. On the basis of its review of this plan, the SEA usually offers technical assistance to the LEA to resolve any remaining deficiencies. SEAs report that in most cases this offer is accepted. While the States in the survey all noted the availability of sanctions to ensure compliance, most said they had not taken this approach.

Although all of the SEAs surveyed by NASDSE said they monitor other agencies that educate handicapped children within the State "to some degree," several stated that they have "no jurisdiction" over these agencies or "no legal authority" for this function. The SEAs reported that in monitoring other agencies they use the same procedures, manuals, and follow-up activities that they use in monitoring LEA programs. Several of the States said they have assigned staff specifically to conduct this activity, and one said that sometimes a higher percentage of SEA staff is assigned to monitor other agencies than to monitor LEAs.

An alternative approach reported in the study is the development of interagency agreements which specify that the other State agencies shall monitor themselves using handbooks and procedures developed by the SEA or developed jointly by the SEA and the other agencies. The agencies then report their findings to the SEA. A third approach reported by some SEAs is joint monitoring, with both SEA and other agency staff reviewing special education programs. The most pervasive problem in this general area continues, according to the study, to be that of monitoring programs for handicapped youth who are in correctional facilities.

NASDSE found that most SEAs have been continuously revising and improving some aspect of their monitoring system since 1977 and that all are achieving more efficiency in preparing for, conducting, and

following up on site visits. Furthermore, the States reported that they are using monitoring information as a guide for such other SEA operations as providing general Statewide technical assistance, determining the need for evaluation projects, or conducting relevant research projects.

As local special education programs have made progress towards achieving full compliance with P.L. 94-142, the SEAs have tended to emphasize more substantive, qualitative standards during their monitoring visits. For example, in the NASDSE study, approximately a third of the States said they were concerned with the quality of the IEPs reviewed and not just the technical and procedural aspects. Several States reported that they compare the evaluation information provided in the IEP with the specified goals, objectives, and services; and California reported that it observes children in special education settings to determine the degree to which their IEPs are being implemented.

Virtually all States in the NASDSE survey reported that they are involving parents in the on-site monitoring process to a greater degree than ever before. The method most frequently reported was parent interviews, with SEA officials interviewing from two to 200 parents of handicapped children either by phone or in person to determine the level of parental involvement in the evaluation and IEP processes. The number varied in each State and was dependent on the size of the program being monitored. Other efforts were reported such as Indiana's including parents on the compliance review team and Illinois's providing State monitoring forms to parents and advocacy group representatives in order to enhance their ability to provide written information to the review team.

States also reported to NASDSE that with increasing frequency they provide technical assistance specifically designed to address targeted areas of need identified through monitoring activities, and 11 of the 19 SEAs reported having conducted site visits during school year 1980-81 in response to complaints received at the SEA level, the number of such visits ranging from one to eight. The SEAs noted, however, that the presence of complaints within an LEA does not necessarily indicate substantial noncompliance, nor does the absence of complaints necessarily indicate compliance. According to the SEAs interviewed, the number of complaints received does correlate with the number of local special education programs offered in the State and the number of children served. For example, the five largest States involved in the NASDSE survey (California, Illinois, Ohio, Massachusetts, and Pennsylvania) reported the most complaints, ranging from 191 to 698. The number of complaints received by the other SEAs in the survey ranged from four to 155.

Although information from both the NASDSE survey and SEP's monitoring visits indicates that the States are improving their monitoring procedures, SEP monitoring visits in 1980-81 found that none of the 21 States visited were effectively identifying and determining all actual or potential problems in educating handicapped children in accordance with P.L. 94-142. It also appeared that in many instances the States were not effectively correcting the program deficiencies found during their monitoring visits. Inadequacies were found to exist in specifying what action was to be taken by LEAs in order to correct identified deficiencies and in developing activities to ensure that specified corrections were, in fact, implemented within a specified period of time.

Conclusion

The various studies indicate that since the enactment of P.L. 94-142 the States have systematically been improving their administration of educational programs and services for handicapped children. SEP monitoring activities during 1980-81 confirmed that significant progress has been made in all States visited in establishing authority for general supervision and in initiating a process for monitoring public agency programs for handicapped children. In the coming year, SEP will concentrate its own efforts on providing all possible assistance in assuring that the States continue to make progress in these important areas.

Special Education Programs' Administration of the Law

SEP's most significant administrative activities towards assuring the effective implementation of P.L. 94-142 include policy development, review of State plans, monitoring, complaint management, and technical assistance. With the emerging capacity of State and local education agencies to make a free appropriate public education available to all handicapped children, SEP's role has necessarily changed. In fact, Federal efforts since the enactment of P.L. 94-142 have periodically been modified to provide the States with increasing flexibility to implement the law in a manner consistent with local precedents and resources.

During the 1980-81 school year SEP reviewed and approved State program plans which for the first time covered three years rather than one, a new arrangement that significantly reduced the time and paperwork each State incurred in applying for their Federal entitlements.

SEP monitoring of the implementation of P.L. 94-142 focused predominantly on assuring and strengthening State capacity to effectively monitor LEAs and public and private agencies. In general, Federal monitoring has been modified to include greater emphasis on "off-site" monitoring using information provided by the States, complaints received, and data collected from other Federal sources. Thus at the same time that monitoring has been made less intrusive, review of State effectiveness in implementing P.L. 94-142 has evolved from a periodic to a more continuous activity. SEP is currently developing procedures and obtaining information to develop individual State profiles. Plans call for regular review and updating of these profiles for evidence of continued effectiveness of State efforts to protect the rights of handicapped children and their families and to provide a free appropriate public education to all handicapped children.

A memorandum of understanding (MOU) between SEP and the Office for Civil Rights (OCR) concerning the resolution of complaints went into effect on October 15, 1980. Between that date and September 1, 1981, 105 complaints were received by SEP and referred to OCR. In addition, another 150 complaints were handled by SEP. A complaint is referred to OCR when it alleges a violation which is covered by Section 504 as well as by P.L. 94-142. A review of the complaints forwarded to OCR indicates that 70 of the 105 complaints received concerned placement (45) and related services (25). Table 5 depicts the frequency of complaints received by SEP and referred to OCR.

By August 3, 1981, OCR had either returned to SEP or closed 41 cases. Sixteen cases were returned because OCR felt they could more appropriately be resolved by SEP under the purview of P.L. 94-142.

Table 5

Complaints Forwarded to OCR by SEP from
October 15, 1980, to September 1, 1981

Nature of complaint	Frequency of complaint
Right to an Education	4
Evaluation	11
IEP	10
Procedural Safeguards	6
Confidentiality	2
Placement	45
Related Services	25
Private School Placements	2
Total	105

On the average, approximately four months were needed by OCR to close each of the remaining 25 complaints that were resolved. Currently, SEP and OCR are monitoring and reviewing the effectiveness of current procedures for possible modification.

Technical assistance during the past year was targeted more precisely to meet individual problems of particular States. This effort included better coordination between monitoring and technical assistance activities, as illustrated by SEP efforts to assist Puerto Rico in reducing a waiting list of more than 25,000 children. The problem of evaluation backlogs was an issue identified by SEP monitoring and had also been the basis for litigation. While Puerto Rico, the courts, and SEP have been directing immediate efforts to reduce and ultimately eliminate the current evaluation backlog, the Syracuse University Regional Resource Center (RRC) has been providing assistance which is designed to prevent the recurrence of this problem. The RRC has been working with Puerto Rico to design and implement a management information system to assist in such elements as tracking children

through the system and making personnel assignments. This technical assistance effort is part of SEP's efforts to provide the kind of assistance which results in increasing SEA and LEA capacity to appropriately serve handicapped children.

The most significant administrative efforts of SEP during 1980-81 have centered around the review of P.L. 94-142 regulations. SEP efforts, and those of other Department of Education programs that are reexamining regulations, arose from an Executive Order issued by the President on January 29, 1981, requiring the Federal government to reduce the burden and cost of existing and future regulations. The goals of the regulatory review are specifically:

- To avoid unnecessary regulation;
- To reduce compliance requirements;
- To increase agency accountability for regulatory actions;
- To ensure that the benefits of all regulations outweigh their cost to society;
- To eliminate burdensome and unnecessary paperwork;
- To minimize the cost of rulemaking to the Federal government;
- To ensure that the Department is collecting only that information it needs in order to conduct its business; and
- To reduce burdens for LEAs, individual schools, and other small educational units.

This regulatory review process provides an opportunity to further the goals of P.L. 94-142--an opportunity to improve the regulations by capitalizing on the experience gained in implementing the law and to strengthen the leadership of SEAs and LEAs.

This regulatory review includes:

- First, analyzing and comparing statutory and regulatory provisions to determine whether portions of the regulations are or are not mandated by specific statutory provisions;

- Second, researching the legislative history of the Act and examining judicial precedents to determine the legal support for any present or proposed regulatory provisions that contain requirements not specified in the governing Act;

- Third, summarizing and analyzing comments on regulatory provisions invited from all interested public and private organizations and agencies, parents of handicapped children, educators, and the public at large;

- Fourth, identifying regulatory provisions which might be overly prescriptive (in relation to statutory provisions), ineffective because they are unclear to those who are affected by these rules, unnecessary for fiscal accountability and program evaluation, or contain other deficiencies;

- Fifth, coordinating the review of Part B regulations with the concurrent review of Section 504 regulations where there are parallel requirements, coordinate provisions, and overlapping concerns;

- Sixth, developing and critically examining regulatory alternatives that will be consistent with statutory purposes and requirements while:

  - relieving educational agencies of fiscal, paperwork, compliance, and other burdens;

  - protecting the rights of handicapped children to equal educational opportunity;

  - relieving public educational agencies from unnecessary Federal direction and control; and

  - decreasing the number and impact of regulatory requirements;

- Seventh, recommending adoption of those regulatory options that best achieve the above objective;

- Eighth, developing and publishing proposed amendments of current regulations for public comment, and then holding public hearings; and

- Finally, preparing and publishing final rules that incorporate, where appropriate, the results of the review and consideration of all oral and written comments and recommendations received from the public.

It should be noted that the current regulations were never expected to survive indefinitely without change. It was clear from the beginning that the landmark legislation represented by P.L. 94-142 and its regulations would have an enormous impact not only on handicapped children and their families but on school systems across the Nation. With that well understood, the regulations were developed with extensive public involvement. A policy was established of setting minimal regulatory requirements, of providing guidelines only when the comprehensiveness and detail of the statute required clarification, and in general letting the law speak for itself.

The expectation was that as SEAs and LEAs gained experience with the law and ironed out whatever pedagogic or procedural problems they encountered, it would then be time to reexamine portions of the regulations and determine if and how they might advantageously be amended. That experience has now been acquired. In the process, a number of concerns have arisen and been expressed during Congressional oversight hearings, in reports by the Education Advocates Coalition and the Council of Chief State School Officers, and in other ways. What seemed to emerge as the two major concerns were first, a lack of clear and timely policy guidance in a number of crucial areas; and second, inconsistent policy interpretations by SEP and the Office for Civil Rights on identical issues.

The Department therefore established a Task Force on Equal Educational Opportunity for Handicapped Children in 1980. The Task Force recommended immediate action to provide formal and coherent guidance in a number of key policy areas, the result being the launching of the regulatory review now under way. Seven policy areas are involved: due process procedures, out-of-state placement of handicapped children, services to children placed in private schools by their parents, extended school year programs, nondiscrimination in evaluation procedures, the least restrictive environment provisions, and suspension and expulsion.

Although these seven areas are the primary focus of SEP's regulatory review, several other issues also are being examined--as a result of litigation, complaints from parents and advocates, and certain problems identified during SEP's monitoring visits. The topics of the regulatory review can be classified into four general areas:

- Definitions (what "related service" means, for example),

- Administration of the State grants,
- Services (what services are to be provided to whom under what circumstances), and
- Procedural safeguards.

These four general areas encompass 19 different regulatory sections which are being reviewed and considered for possible deregulation.

Each of the regulatory sections is being reviewed in the context of four questions:

- What are the statutory provisions?
- Do the regulations contain requirements not specified in the statutory provisions?
- Why were these provisions selected as opportunities for deregulation?
- What are the possible options for resolution of these concerns?

This regulatory review process represents a beginning for examining and discussing options for resolving issues that teachers, parents, school officials, and others have raised. The eventual objective is to provide regulatory relief while at the same time protecting the rights of handicapped children.

Another significant activity is SEP's administration of 11 discretionary grant/contract programs. These discretionary programs are designed to support and encourage the discovery, development, and dissemination of innovations and quality practices needed to provide all handicapped children a free appropriate public education. They focus on such areas of concern as personnel preparation, early childhood education, education for the severely handicapped, vocational and adult education, and media and technology. Thus, the discretionary programs complement SEP's direct administrative efforts in meeting the mandates of P.L. 94-142.

Early Childhood Education. The Early Childhood Education Program, authorized by Part C of the Education of the Handicapped Act, provides funds for the development, demonstration, and dissemination of experimental educational practices for adoption and adaptation by SEAs and LEAs. ECEP has five components: demonstration of innovative approaches; outreach through stimulating replication of successful demonstration projects; State implementation grants to develop Statewide

plans for serving all preschool handicapped children; early childhood institutes to conduct research; and technical assistance to assist in the demonstration and State implementation projects. During school year 1980-81, 163 projects were funded for $17,500,000. It is expected that between 70 and 95 percent of the demonstration programs will obtain external support for their continuation. Further, the outreach projects will stimulate services to 4,700 previously unserved or underserved preschool handicapped children and their families. Given the fact that only 24 States mandate services for handicapped children under age five and that only five mandate services for children aged birth to two, this population of children continues to need special attention.

Regional Postsecondary Programs. The Regional Postsecondary Program authorized by Section 625, Part C, of the Education of the Handicapped Act, provides funds for the continuation and expansion of support services needed by the deaf and other handicapped persons in order to benefit from technical-vocational, postsecondary, or adult education. During 1981 the program funded four Congressionally stipulated projects ($1,941,000) to provide technical-vocational and postsecondary education for deaf persons. In addition, 19 grants were awarded for $995,000 to develop and demonstrate model innovative approaches in the provision of support services to, or in the modification of programs for, handicapped students in postsecondary institutions. This program directly provided services to more than 5,000 handicapped students and is estimated to have had an impact on tens of thousands more as a result of disseminating the model practices. Further, 80 to 90 percent of the deaf students obtained employment or went on to advanced educational opportunities. It is expected that 75 percent of the demonstration grants will generate cost-effective support service models.

Deaf-Blind Program. In 1968, P.L. 90-247 established centers and services for deaf-blind children, victims of the rubella epidemic of the 1960s. Currently 15 centers are funded to serve 49 States and the Territories. These centers provide diagnostic and evaluative services; educational and training services; and consulting and counseling services for parents, teachers, aides, and others working with these children. Approximately 5,800 deaf-blind children receive educational/training services in 250 institutions supported by this program. Further, during 1981 the deaf-blind program funded 11 projects at $1,516,615. These projects were directed towards the development of models for the integration of deaf-blind children and youth with nonhandicapped children of their own age; the deinstitutionalization of deaf-blind children into community placements; the design of vocational training, work placement, and follow-through for deaf-blind adolescents; and the improvement of curricula and educational practices.

There are approximately 2,200 deaf-blind youth ages 13-21 presently receiving a free appropriate public education as mandated by

P.L. 94-142. The issue facing the States is how to develop the necessary capacity to serve these children as they reach age 21 and no longer are the legal responsibility of the schools but require continued community assistance to avoid institutionalization.

Severely Handicapped Programs. The establishment of the Severely Handicapped Children and Youth Program was consistent with the P.L. 94-142 mandate that the most severely handicapped children receive priority attention. This program has been designed to direct national attention to the special education rights and needs of severely and profoundly handicapped children. In 1981, 29 demonstration projects were funded at a cost of $4,122,112. These projects will result in the development and dissemination of information on the integration of severely handicapped children into less restrictive environments, in innovative educational approaches, and in new models for educating autistic children. It is expected that educational/training services will be provided to 1,924 severely handicapped children; inservice training to 1,720 professional and paraprofessional personnel; and guidance and other services to 1,400 parents of severely handicapped children. Finally, it is expected that through replications of these demonstration projects an additional 2,160 severely handicapped children will receive new or improved educational programs. Although the needs of the severely and profoundly handicapped are both extensive and expensive, Federal initiatives such as these are making continuous progress towards improving services to this priority population of handicapped children.

Personnel Preparation. Part D of the Education for the Handicapped Act authorizes the preparation of personnel to meet the need for providing an adequate supply of educational personnel to provide all handicapped children a free appropriate public education. This program is directed to (a) provide fully trained and certified special education teachers; (b) train regular education teachers to have the skills, knowledge, and understanding needed to educate handicapped children in their classes; (c) train support personnel including parents, paraprofessionals, volunteers, psychologists, and others; and (d) develop innovative instructional models for use by providers of preservice and inservice training. In 1981, $43,500,000 was awarded to provide preservice training to 5,438 special education teachers and 1,255 support personnel and to provide inservice training to 59,000 teachers including 22,000 regular education teachers. Even though assistance was provided to all States and territories, as reported earlier, States report needing an additional 43,192 special education teachers and 47,536 related services personnel for school year 1981-82.

Recruitment and Information Program. The recruitment and information program authorized by the Education of the Handicapped Act, Part D, is designed to disseminate information about programs, services,

and resources available to handicapped children and youth. The program promotes public awareness about the needs and rights of handicapped children and disseminates information to parent coalitions and others on these needs and rights. The program funded four contracts during 1981 for $1,784,250. It is expected that in addition to a broad media campaign, aimed at the general public, more than 2,500 organizations will be provided with information quarterly on available services and on the rights and needs of handicapped children. This program is trying to assist parents and schools to cooperatively plan and develop programs to meet the individual needs of handicapped children.

In addition to these programs, SEP also has four discretionary programs which include research, evaluation, development, demonstration and technical assistance designed to develop, identify, and disseminate effective and efficient programs for handicapped children.

Innovation and Development. This program is comprised of six major components designed to identify, research, and demonstrate solutions to problems of educating handicapped children; develop and disseminate innovative support systems and techniques to improve the performance of handicapped children and teachers and other practioners serving the handicapped; and create mechanisms that will produce the broadest possible dissemination and use of the products of research and development. In 1981 under the field-initiated research component, 60 projects were funded for $5,540,243 to support a wide range of research activities initiated in the field. Under the student research component, 33 special education research projects directed by students, most often doctoral candidates, were funded for $256,145. This component enhances research training opportunities in special education graduate training programs and stimulates new personnel to enter the field of special education research. Under the directed research component, 33 research projects on specific critical topics not being adequately addressed through other support mechanisms were funded for $1,090,479. The institute component provided a total of $3,250,782 to nine institutes to support research on a few selected topics requiring long-term programmatic research. The new information and products developed by the institutes are disseminated to several target audiences, especially to direct service providers. The demonstration component provided a total of $4,733,346 to 46 projects designed to develop and demonstrate innovative approaches in special education for school-aged children. Finally, one technical assistance project was funded for $75,823 to assist the demonstration projects in such areas as needs assessment, packaging models, and program management. Since 1964, over 1,000 research and demonstration projects have been supported under this program. During this period researchers, inventors, curriculum developers, museum administrators, program personnel in the arts, recreation and physical educators, economists, school administrators, and many others have presented innovative applications for funding.

These diverse offerings have resulted in one of the most varied programs in educational research.

Media Services and Captioned Films. As authorized by Part F of the Education of the Handicapped Act, this program is designed to adapt, distribute, develop, and disseminate innovative applications of educational media, materials, and technology. The program includes: captioning of films and television presentations for the deaf; providing assistance to Recording for the Blind; providing support for the National Theatre of the Deaf; funding two media and materials centers (one for the hearing impaired and one for the severely and profoundly handicapped); developing a marketing program; and providing assistance to develop new media and technology. Expenditures for 1981 totalled $17,000,000, covering about 100 awards. The program represents the primary national effort to make films and television accessible to the deaf and hearing impaired. Although the number of hours of captioned television continues to increase, Federal support is still necessary until the system becomes self-sustaining. The technology being developed in this program potentially provides the major avenue for enabling schools to apply technology to more effectively individualize instruction and at the same time to contain costs.

Regional Resource Center Program. The purpose of the Regional Resource Center program is to assist SEAs and LEAs in providing quality, coordinated services to handicapped children and to assist families in gaining access to these services. There are two components to this program: Regional Resource Centers (RRCs) and Direction Service demonstration projects. The RRC program (authorized by Part C, Section 621 and funded for $6.7 million) is comprised of 12 regional centers that help States identify their most persistent problems in providing quality educational evaluations and programs for all handicapped children and then assist in solving these problems. By expanding the dissemination of research, technology, and successful practices, the RRCs help States develop the foundation needed to assure the provision and maintenance of full educational opportunities to all handicapped children. The increased emphasis on States to assure the availability of a free appropriate public education while at the same time trying to contain special education costs has resulted in the increased need for the RRC support initiative.

The Direction Service Demonstration Program (authorized by Part C, Section 624) assists handicapped children and their parents in locating and gaining access to services. Originally a component of the RRC program, the Direction Service program currently consists of 11 independent demonstration projects funded at $900,000. The demonstrations help handicapped persons and their families identify and gain access to services across public agencies. In addition, they are promoting the concept of direction service for adoption by public and

private agencies and organizations as a means of making maximum use of available resources.

Special Studies Program. The special studies program is authorized by Section 618 of P.L. 94-142. This program is responsible for describing the national progress being made to provide all handicapped children a free appropriate public education. During 1981 the program supported four projects, amounting to $1,000,000, that provided information basic to this report to Congress as well as being valuable to SEAs and LEAs in assessing and improving their current policies, procedures, and practices. The studies provide an information base for analyzing how effectively P.L. 94-142 is being implemented. They also provide information which makes it possible to compare variations in children being served, personnel available and needed, and placement of handicapped children across States. The need to balance what OMB has called "the Federal data collection burden" and at the same time to provide Congress and the States with necessary information will be the challenge facing this program.

Conclusion

Administrative activities of SEP aimed at facilitating the implementation of P.L. 94-142 include policy development, compliance, technical assistance, and targeting of discretionary programs. The ability of SEP to assist SEAs and LEAs develop the capacity to provide all handicapped children a free appropriate public education requires planning and coordination among the three Federal entitlement programs and the 11 discretionary grant/contract programs. It is the planning and coordination of these interrelated programs that results in complementary and supportive assistance being available to SEAs and LEAs and being provided in a manner sensitive to local precedents and resource needs.

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Appendix 1

EVALUATION OF THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT, P.L. 94-142

This section describes the specific evaluation activities supported by special studies monies from 1976 through 1981. These studies have been designed to provide information requested by Congress concerning the implementation of P.L. 94-142; describe and assist Federal, State, and local agencies' efforts in implementing policies and procedures required by P.L. 94-142; and provide information for enabling State and local education agencies to increase the availability and improve the quality of special education and related services.

The following abstracts summarize the studies supported since 1976 under the special studies authority. A table summarizing the funding history of the program is included.

FY 1976: Initial Studies

P.L. 94-142 was enacted late in 1975 and was to become effective two years later, in school year 1977-78. The first research funds became available in the summer of 1976, a year when not only the Federal agency but also State and local agencies were gearing up to begin implementation. Because the provisions of the Act were not yet mandatory, it made little sense to study practices. Preliminary work was needed, however.

For two reasons our attention fell first on answering the question, "Are the intended beneficiaries being served?": First, Congress had specified in the Act that the Commissioner should validate the States' count of handicapped children; and second, the target of the Act was such a diverse population. This question seemed especially difficult to answer. Three major studies were designed to illuminate the relevant parameters involved in answering the question.

Study 1. Assessing State Information Capabilities. The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. The study was conducted by Management Analysis Center (MAC), which analyzed the data requirements in the law and the reporting forms being developed by SEP, and visited 27 States to test their capacity to respond. MAC reported on State capacity to provide information on four categories: children, personnel, facilities, and resources. They found capacity was relatively high on the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not adequately respond to such requests.

Study 2. Development of a Procedure for Validating State Child Count Data. The purpose of this study was to develop a sampling plan and a method that could be used by SEP to validate the State counts. The work was performed by SRI International. SRI evaluated all previously available data on the incidence of handicapped children and concluded that the data reported by States were at least as accurate as other data sources, if not more so. Regarding a procedure for validating the information, SRI concluded that these procedures should be incorporated into the counting procedures themselves. SRI developed a handbook for States on how to do this.

Study 3. Analysis of State Definitions of Handicapping Conditions. The purpose of this study was to determine the extent to which State policies either (a) provided for services to children with disabilities other than those provided for under P.L. 94-142, or (b) used varying definitions or eligibility criteria for the same categories of children. The work was performed by the Council for Exceptional Children (CEC), which found that neither the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

Study 4. Implementation of Individualized Education Programs. The purpose of this study was to estimate the difficulty of implementing this particular provision of the Act. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and inservice training programs.

FY 1977

While the FY 1976 studies were heavily concerned with State data, the FY 1977 studies began moving towards studies of practices. Studies initiated during FY 1977 would be conducted during FY 1978, the first year in which the Act took effect.

Study 1. Analysis of State Data. The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents, as well as information obtained from special studies, forms the backbone of the Annual Report to Congress.

Study 2. Longitudinal Study of the Impact of P.L. 94-142. The purpose of this study was to follow a small sample of school systems over a five-year period to observe their progress in implementing the Act. Because Congress asked that the annual report describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by States. The work is being performed by SRI International. The study describes the implementation process for the school districts and identifies problematic areas.

Study 3. Criteria for Quality. This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington and Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for local education agency self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph includes the relevant papers and a review by a panel of education practitioners. The monographs are now available on a cost recovery basis from Research for Better Schools, Inc., Philadelphia, Pennsylvania.

Study 4. A National Survey of Individualized Education Programs. The purpose of this study was to determine the nature and quality of the individualized education programs being designed for handicapped children. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. The work was contracted to Research Triangle Institute (RTI). RTI spent the 1977-78 school year designing a sampling plan and information gathering techniques. Data collected in school year 1978-79 provided descriptive information about what IEP documents are like. The study found that 95 percent of handicapped children have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

Study 5. A Descriptive Study of Teacher Concerns. The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on individualized education programs and several have been raised by national teachers' organizations. Roy Littlejohn and Associates performed the work. They organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L. 94-142.

Study 6. Case Study of the Implementation of P.L. 94-142. The purpose of this study was to assess the first year of implementation of the Act. The work was performed by Education Turnkey Systems. Nine local school systems were observed during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well underway at each local education agency despite varying levels of resources and organizational differences between sites. Problem areas were identified but no changes in the Act were recommended at this time.

FY 1978

Whereas the FY 1977 studies were designed to capture general information on practices and progress in implementation, the studies undertaken during FY 1978 were more clearly focused on particular issues.

Study 1. Study for Determining the Least Restrictive Environment Placement of Handicapped Children. The purpose of this 18-month study was to investigate the rules or criteria used by the courts and State hearing officers to determine the placements of handicapped children, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of P.L. 94-142's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local education agency levels were described.

Study 2. Special Teens and Parents Study. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the impact of P.L. 94-142 on secondary learning disabled students and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of learning disabled adolescents.

Study 3. Study of Activist Parents and Their Disabled Children. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142 and

examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to the child were shown.

Study 4. Study of the Quality of Educational Services Provided to Handicapped Children. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to the handicapped child and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

Study 5. Impact of P.L. 94-142 on Children with Different Handicapping Conditions. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. It focused on differences in the impact of P.L. 94-142 implementation on children with various handicapping conditions and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

Study 6. P.L. 94-142: Institutional Responses and Consequences. This case study was originally intended to continue for five years but because of a cutback in special studies money was terminated at the end of the second year. The study investigated the relationship of school district responses to P.L. 94-142 to handicapped child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Study 7. Technical Assistance in Data Analysis. The purpose of this three-year project is to analyze data already available from States. The work is being performed by Decision Resources and by internal staff. State data available to SEP annually contain all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the State data is conducted throughout the year for dissemination to the field and for inclusion in the Annual Report to Congress.

Study 8. Identification of Future Trends in the Provision of Services to Handicapped Students. This project was designed to provide information on potential future changes in the areas of values, economics, social institutions, technology, and medicine that may affect

the provision of services to handicapped children. In 1978, Newtek Corporation held a conference with experts in the five areas who discussed the trends in their areas and the implications of those trends for the handicapped with panel members representing various aspects of services to the handicapped. Although in many cases the projected trends were too speculative to guide policymaking, the conference highlighted some potentially important trends that policymakers should be aware of. A summary of the conference was published in Focus on Exceptional Children.

Study 9. A Project to Develop BEH Waiver Requirements, Procedures, and Criteria. States that provide clear and convincing evidence that all handicapped children have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken by Planning and Human Resources in 1978 to develop guidelines to be used by SEP, then the Bureau of Education for the Handicapped, in reviewing a State's request for a waiver. The guidelines were developed based on an evaluation of the Office's experiences in conducting a review of a request by Massachusetts for a waiver in 1978; on information provided by Federal, State, and local agencies as well as State consumer, advocacy, and professional associations; and a review of monitoring procedures used by other Federal agencies.

FY 1979

The studies undertaken in FY 1979 were focused on particular issues in the implementation of P.L. 94-142. Increasingly, there was examination of the extent to which the intent of the Act was being met.

Study 1. A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children. This study is focused on describing assessment practices used by local school systems to identify and classify handicapped students and to determine their educational placements and on examining the soundness of those practices. The contractor, Applied Management Sciences, has collected data from 500 school buildings in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics have been identified for reporting: (a) the extent to which local education agencies are using evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) training needs in the area of assessment as identified by the respondents; (d) the extent to which school staff members document their evaluation decisions; and (e) the extent to which school systems have backlogs of students waiting to be evaluated.

Study 2. Survey of Special Education and Related Services. The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by handicapped children. As a result of cutbacks in special studies monies, this contract was terminated at the end of the first year. The issues to be addressed by the study continue to be of priority concern and will be addressed in a modified design consistent with available resources in FY 1982.

Study 3. Study of Special Education Student Turnover. Little is known about student flow between special and regular education. The purpose of this study is to (1) describe the characteristics of children leaving special education and the reasons for their departure, (2) identify the extent to which handicapped children transfer successfully into regular education programs, and (3) identify children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

Study 4. Legal Conference on the Surrogate Parent Requirement. This project investigated the legal issues surrounding P.L. 94-142's surrogate parent requirements and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 which included a person from each of four States involved in the legal aspects of implementing the parent surrogate requirements, two persons from national organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and SEP. Information provided at this conference, information reported by several States on their experience in implementing the parent surrogate requirements, and independent legal research were used as a basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

Study 5. Analysis of State and Local Implementation Efforts. This study was designed to provide information on the budgetary factors at the State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation from June through September 1978, investigated the special education budgetary process at the State level, and examined in detail budgetary processes in four local education agencies selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local special education funding processes.

Study 6. State and Local Communication Forum for Promoting and Exploring Issues Related to P.L. 94-142. The Forum project, which is being conducted by the National Association of State Directors of Special Education, provides avenues of communication between local,

State, and Federal levels. Eighteen State education agencies and approximately 120 local education agencies are Forum participants. These agencies are sampled to obtain information on emerging issues in special education and on the implementation of P.L. 94-142. The information obtained is disseminated by such means as newsletters and reports to State and local education agencies, to other agencies and organizations interested in the education of handicapped children, and to the general public and is used in reporting to Congress on the implementation of the law. The project also provides technical assistance to State and local education agencies by responding to the issues and needs they have identified.

Study 7. State and Local Education Agency Technical Assistance Training. In response to needs identified by State and local education agencies for information in specific areas of implementation of P.L. 94-142, SEP funded Tristar (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 1980 and FY 1981. During its first year, Tristar conducted two conferences for State and local education agencies and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, Tristar focused on providing information to education agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a national topical conference was conducted in June 1980.

Study 8. Verification of Procedures to Serve Handicapped Students. This study, conducted by Applied Management Sciences, has two components--an Assessment component and a Secondary component. The Assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially handicapped--referral screening, case coordination, and quality control. This component of the study was conducted in the school districts of three moderately-sized cities. A total of 94 personnel involved in various ways with the evaluation process participated in the study. The Secondary component was conducted in two phases. The first phase examined the class schedules of 458 handicapped students in 11 public high schools in two States for information concerning the number and type of handicapped students who received services, the type of coursework the students took, the extent to which they received services in integrated settings, and the extent to which they received services comparable to those of nonhandicapped students. The second phase of the study involved the identification and documentation of promising strategies for serving secondary handicapped students. Strategies were grouped into the following topics: personnel

utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

FY 1980

There were no new special studies funded in FY 1980 because the funding for evaluation activities was reduced by 57 percent. Six special studies were prematurely terminated because of this reduction in funding. The following six studies were continued:

- State/Local Communication Forum
- Longitudinal Study of the Impact of P.L. 94-142
- Verification of Procedures to Serve Handicapped Children
- A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children
- SEA/LEA Technical Assistance Training on Implementing P.L. 94-142
- Project to Provide Technical Assistance in Data Analysis

Though the substantive focus and purpose of the studies did not change in FY 1980, increased emphasis was given to preparing reports that would provide State and local education agencies with information which would enable them to improve their existing procedures and practices for educating all handicapped children.

FY 1981

Funding for special studies was again cut in FY 1981--to half the FY 1980 level. The following four studies were continued:

- State/Local Communication Forum
- Longitudinal Study of the Impact of P.L. 94-142 (funded with FY 1980 monies)
- A Study of Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children
- Project to Provide Technical Assistance in Data Analysis

Special Studies Contracts

Title	Contractor and Contract Number	Contract Period and Amount
Assessment of State Information Capabilities under P.L. 94-142	MAC Inc. Cambridge, Mass. 300-76-0562	9/30/76 - 9/30/77 $298,840
Development of a Sampling Procedure for Validating State Counts of Handicapped Children	SRI International Menlo Park, Calif. 300-76-0513	10/1/76 - 9/30/77 $267,790
An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children	Council for Exceptional Children Reston, Va. 300-76-0515	10/1/76 - 9/30/77 $110,904
Implementation of the Individual Education Program	David Nero & Associates Portland, Or. 300-74-7915	9/30/76 - 12/30/77 $433,000
Analysis of State Data	Team Associates Washington, D.C. 300-76-0540	9/29/76 - 9/11/77 $192,698 9/12/77 - 6/30/78 $175,396
Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Education Agencies	SRI International Menlo Park, Calif. 300-78-0030	1/16/77 - 9/16/78 $197,707 9/16/78 - 9/15/79 $566,838 9/15/79 - 2/28/81 $498,112 2/28/81 - 10/31/81 $249,993 11/1/81 - 10/31/82 $250,006

(Continued)

Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
Criteria for Quality	Thomas Buffington & Associates Washington, D.C. 300-77-0237	5/19/77 - 2/28/79 $395,162
National Survey of Individualized Education Programs	Research Triangle Institute Research Triangle Park, N.C. 300-77-0529	1/16/77 - 9/16/78 $197,707 10/1/78 - 9/30/79 $661,979 10/1/79 - 10/30/80 $125,181
A Descriptive Study of Teacher Concerns Said to be Related to P.L. 94-142	Roy Littlejohn & Associates Washington, D.C. 300-76-0328	7/9/76 - 10/30/78 $328,758
Case Study of the Implementation of P.L. 94-142	Education Turnkey Systems Washington, D.C. 300-77-0528	9/30/77 - 5/31/79 $484,452
A Guide for Teachers: A Clarification of Part B of P.L. 94-142	Research for Better Schools Philadelphia, Pa. 300-77-0525	10/1/77 - 1/31/78 $24,767
Study for Determining the Least Restrictive Environment Placement of Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-78-0427	9/12/78 - 1/10/80 $369,770
Special Teens and Parents: Study of P.L. 94-142's Impact	Abt Associates, Inc. Washington, D.C. 300-78-0462	10/1/78 - 9/30/79 $47,220 10/1/79 - 9/30/80 $53,687

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Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	American Institutes for Research Cambridge, Mass. 300-78-0463	10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374
The Quality of Educational Services: Study of P.L. 94-142's Impact	Huron Institute Cambridge, Mass. 300-78-0465	10/1/78 - 9/31/79 $51,239 10/1/79 - 8/31/80 $60,000
Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	Illinois State University Normal, Ill. 300-78-0461	9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295
Institutional Responses and Consequences: Study of P.L. 94-142's Impact	High/Scope Educational Research Foundation Ypsilanti, Mich. 300-78-0464	10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228
Project to Provide Technical Assistance in Data Analysis	Decision Resources Washington, D.C. 300-78-0467	10/1/78 - 9/30/79 $142,614 10/1/79 - 9/30/80 $199,714 10/1/80 - 5/31/81 $ 89,919
Identification of Future Trends in the Provision of Services to Handicapped Students	Newtek Corporation Reston, Va. 300-78-0302	6/1/78 - 9/30/78 $10,000
A Project to Develop BEH Waiver Requirements, Procedures, and Criteria	Planning and Human Systems, Inc. Washington, D.C. 300-78-0128	5/1/78 - 12/15/78 $64,500

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Special Studies Contracts, Continued

Title	Contractor and Contract Number	Contract Period and Amount
A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-79-0669	10/1/79 - 9/30/80 $200,403 10/1/80 - 9/30/81 $480,092 10/1/81 - 9/30/82 $179,906
Survey of Special Education Services	Rand Corporation Santa Monica, Calif. 300-79-0733	10/1/80 - 9/30/81 $225,402
Study of Student Turnover between Special and Regular Education	SRI International Menlo Park, Calif. 300-79-0660	10/1/79 - 3/31/81 $220,299
Legal Conference on the Surrogate Parent Requirement	Federation for Children with Special Needs Boston, Mass. 310-1-76-BH-02	5/1/79 - 8/31/79 $35,358
Analysis of State and Local Implementation Efforts	Newtek Corporation Reston, Va. 300-79-0722	10/1/79 - 5/15/80 $31,854
State/Local Communication Forum for Promoting and Exploring Issues Related to P.L. 94-142	National Association of State Directors of Special Education Washington, D.C. 300-79-0721	10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320
SEA/LEA Technical Assistance Training	TRISTAR University of North Carolina Chapel Hill, N.C. 300-79-0661	10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937
Verification of Procedures to Serve Handicapped Children	Applied Management Sciences Silver Spring, Md. 300-79-0702	10/1/79 - 8/31/80 $97,939 9/1/80 - 8/31/81 $70,000

Appendix 2

Table A

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	MULTI-HANDI-CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	15,078	18,373	34,632	3,782	728	424	1,153	662	306	32	75,180
ALASKA	2,323	4,486	418	328	56	152	77	170	27	14	7,880
ARIZONA	11,200	24,422	6,398	4,958	646	981	612	538	238	0	49,993
ARKANSAS	11,936	16,282	14,726	479	348	337	493	444	141	6	44,992
CALIFORNIA	99,656	188,791	36,647	25,387	24,197	7,772	0	5,444	3,232	283	358,409
COLORADO	9,807	22,346	4,226	6,290	0	627	623	765	283	9	44,976
CONNECTICUT	15,906	26,378	7,138	11,523	1,188	652	0	1,001	0	0	63,788
DELAWARE	1,943	6,011	1,529	2,116	34	34	17	62	15	0	11,761
DISTRICT OF COLUMBIA	1,964	142	84	40	82	85	8	28	25	0	2,455
FLORIDA	42,270	51,879	23,147	12,400	1,358	1,776	1,871	1,443	853	59	136,557
GEORGIA	27,379	31,804	29,076	15,713	1,356	648	1,022	1,485	680	14	109,154
HAWAII	1,389	7,501	1,488	338	4	88	161	207	51	5	11,212
IDAHO	3,823	7,992	2,719	507	323	413	372	189	96	33	16,357
ILLINOIS	71,842	82,485	32,892	19,859	1,456	832	674	1,089	885	17	211,474
INDIANA	43,088	32,063	22,567	1,923	10	493	589	727	265	15	91,730
IOWA	15,753	25,771	12,268	3,872	0	764	648	784	304	29	60,093
KANSAS	13,204	14,345	7,044	2,759	390	251	316	437	184	27	38,957
KENTUCKY	24,172	16,617	21,916	1,921	688	677	698	843	292	109	67,633
LOUISIANA	22,897	30,163	18,280	4,381	1,262	475	600	799	343	3	78,203
MAINE	5,944	7,771	4,527	3,999	274	347	743	323	118	57	24,103
MARYLAND	26,437	50,008	9,897	2,369	1,184	812	2,238	1,439	433	13	94,801
MASSACHUSETTS	36,879	31,794	24,162	21,619	5,087	255	255	5,851	1,016	255	127,173
MICHIGAN	48,937	48,922	30,176	18,741	0	4,362	0	3,890	1,016	0	145,004
MINNESOTA	21,135	36,415	13,625	4,410	1,414	1,231	0	1,313	408	11	79,962
MISSISSIPPI	14,802	11,222	17,734	354	0	275	137	304	105	19	44,952
MISSOURI	33,376	34,347	19,289	6,486	842	837	1,278	995	388	78	97,796
MONTANA	4,081	5,912	1,494	441	111	107	584	176	82	1	12,989
NEBRASKA	9,371	11,512	6,427	1,870	0	434	269	906	156	0	30,247
NEVADA	2,952	6,007	1,040	390	219	176	284	189	83	10	11,340
NEW HAMPSHIRE	1,507	6,290	968	445	119	71	10	80	3	0	9,493
NEW JERSEY	64,120	51,312	12,971	13,867	1,461	1,138	4,072	1,887	406	69	151,303
NEW MEXICO	5,134	11,917	3,080	1,512	55	265	693	286	147	6	23,475
NEW YORK	40,336	43,771	33,938	38,235	38,395	3,363	3,119	2,811	1,676	0	206,644
NORTH CAROLINA	26,298	40,778	38,628	3,994	913	972	897	1,201	513	14	114,208
NORTH DAKOTA	3,145	3,623	1,590	248	21	120	124	121	45	1	9,038
OHIO	63,783	67,089	50,436	4,918	0	3,394	1,996	2,510	898	77	195,078
OKLAHOMA	19,379	27,253	11,948	634	339	293	813	567	230	22	61,478
OREGON	11,579	21,476	2,872	1,945	439	770	0	445	173	0	39,699
PENNSYLVANIA	71,687	50,178	42,143	10,433	273	1,527	724	3,764	1,801	11	182,542
PUERTO RICO	1,072	1,486	12,174	2,024	457	1,671	1,720	1,534	1,789	7	23,914
RHODE ISLAND	3,368	10,206	1,980	1,101	177	179	80	161	48	7	16,885
SOUTH CAROLINA	19,174	17,538	24,030	5,231	72	854	292	791	433	25	68,440
SOUTH DAKOTA	4,993	2,510	1,040	274	30	64	273	383	21	3	9,551
TENNESSEE	33,337	30,841	21,430	2,489	1,400	1,098	1,624	1,908	866	9	93,700
TEXAS	67,989	130,238	21,912	11,466	3,320	2,463	20,191	787	1,247	380	259,860
UTAH	7,388	12,870	2,800	9,573	184	198	1,219	301	101	24	34,809
VERMONT	2,302	4,503	1,990	333	143	213	333	211	119	4	9,751
VIRGINIA	32,098	33,388	18,134	5,677	313	638	2,343	1,242	680	43	94,544
WASHINGTON	14,835	27,350	9,540	5,044	1,314	517	667	839	270	41	60,417
WEST VIRGINIA	10,788	10,978	10,978	974	806	318	239	267	185	1	35,512
WISCONSIN	16,784	25,622	13,363	8,425	489	938	918	1,088	298	19	67,514
WYOMING	2,648	4,830	870	720	188	113	196	148	36	2	9,728
AMERICAN SAMOA	3	108	89	0	0	4	9	21	3	4	220
GUAM	380	348	887	9	0	3	0	1	6	0	1,633
NORTHERN MARIANAS	0	104	11	0	0	3	17	16	2	1	154
TRUST TERRITORIES	322	1,115	33	35	79	35	110	211	59	28	1,917
VIRGIN ISLANDS	248	189	636	41	0	14	33	54	15	18	1,244
BUR. OF INDIAN AFFAIRS	869	2,993	812	224	25	33	302	149	25	2	4,630
U.S. AND TERRITORIES	1,199,398	1,452,708	732,799	310,126	93,943	47,283	88,316	54,480	23,044	1,907	3,933,991

Table B

NUMBER OF CHILDREN AGES 3-5 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	MULTI-HANDI-CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	1,275	75	181	19	13	41	131	65	17	3	1,820
ALASKA	356	85	35	4	3	30	23	27	7	0	570
ARIZONA	1,257	89	149	36	3	66	63	37	12	0	1,712
ARKANSAS	2,254	74	197	14	16	19	85	64	16	1	2,710
CALIFORNIA	11,868	3,422	2,093	375	731	1,347	0	909	170	14	19,529
COLORADO	1,121	509	81	89	0	46	111	68	36	3	2,034
CONNECTICUT	2,317	282	182	242	185	87	0	70	0	0	3,345
DELAWARE	350	365	69	65	15	24	14	11	5	0	918
DISTRICT OF COLUMBIA	537	3	9	2	10	11	3	3	3	0	581
FLORIDA	4,936	166	282	120	66	239	160	185	49	5	6,319
GEORGIA	4,238	247	398	348	87	111	239	98	90	1	5,814
HAWAII	15	148	36	10	1	30	19	22	8	0	279
IDAHO	278	40	127	19	67	34	17	8	12	1	603
ILLINOIS	14,664	2,265	724	785	224	139	332	94	37	3	19,287
INDIANA	3,222	56	265	22	0	23	100	46	8	0	3,742
IOWA	3,694	137	746	122	0	207	94	109	41	3	5,153
KANSAS	2,137	75	157	101	15	29	45	51	20	1	2,631
KENTUCKY	2,619	36	208	2	33	47	57	53	8	11	3,071
LOUISIANA	3,284	88	782	44	176	98	126	129	41	0	4,768
MAINE	834	82	186	128	28	81	79	57	16	7	1,448
MARYLAND	3,509	460	277	63	50	154	321	114	30	1	4,979
MASSACHUSETTS	1,979	1,362	1,035	926	218	11	11	251	43	11	5,447
MICHIGAN	9,124	635	768	861	0	919	0	327	116	0	12,550
MINNESOTA	4,834	971	677	205	102	245	0	193	48	3	7,278
MISSISSIPPI	833	0	205	4	0	49	18	24	4	0	1,137
MISSOURI	5,092	860	217	246	36	60	259	68	12	33	6,883
MONTANA	1,014	45	67	6	0	18	59	34	6	0	1,249
NEBRASKA	1,874	188	209	34	0	94	84	57	18	0	2,556
NEVADA	386	52	67	16	19	13	113	13	13	0	691
NEW HAMPSHIRE	219	17	1	2	2	1	0	3	0	0	245
NEW JERSEY	4,940	532	303	189	141	125	420	166	64	16	6,896
NEW MEXICO	651	72	94	76	32	65	77	24	11	0	1,102
NEW YORK	4,737	385	697	479	1,057	323	133	224	148	0	8,183
NORTH CAROLINA	4,791	187	355	53	51	73	118	86	21	0	5,735
NORTH DAKOTA	307	47	52	7	8	23	46	18	4	1	513
OHIO	5,639	320	151	69	0	185	334	321	37	11	6,987
OKLAHOMA	3,945	185	167	11	32	67	424	88	25	9	4,953
OREGON	1,218	125	49	13	14	44	0	29	36	0	1,526
PENNSYLVANIA	6,120	445	272	194	79	178	92	349	81	3	8,313
PUERTO RICO	736	103	150	181	285	174	241	114	122	0	2,106
RHODE ISLAND	424	289	75	31	4	33	18	19	4	0	897
SOUTH CAROLINA	3,210	31	457	41	72	60	95	99	22	6	4,053
SOUTH DAKOTA	1,003	70	32	3	1	16	62	18	1	0	1,206
TENNESSEE	6,961	156	244	55	30	121	238	140	44	1	7,990
TEXAS	13,511	3,060	879	296	290	425	2,130	70	163	41	20,855
UTAH	964	180	107	148	7	43	184	25	4	4	1,666
VERMONT	198	372	137	29	12	18	29	33	10	0	838
VIRGINIA	3,385	696	745	149	96	140	626	186	92	23	6,118
WASHINGTON	2,250	203	898	10	80	34	81	27	17	1	3,601
WEST VIRGINIA	1,182	21	107	22	12	42	117	28	6	0	1,537
WISCONSIN	5,106	83	314	144	17	278	178	241	44	8	6,413
WYOMING	435	93	23	15	7	12	23	6	4	1	619
AMERICAN SAMOA	3	6	10	0	0	0	4	2	0	0	25
GUAM	77	1	3	4	0	0	0	0	1	0	86
NORTHERN MARIANAS	0	0	0	0	0	0	5	1	0	0	6
TRUST TERRITORIES	27	89	7	7	31	10	13	41	13	5	213
VIRGIN ISLANDS	0	0	6	0	0	0	1	4	0	4	15
BUR. OF INDIAN AFFAIRS	103	13	32	1	4	2	31	5	1	0	192
U.S. AND TERRITORIES	183,658	19,358	17,343	8,937	4,442	6,844	8,153	5,195	1,828	235	233,793

Table C

NUMBER OF CHILDREN AGES 0-17 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	MULTI-HANDI-CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	13,787	17,955	32,099	3,733	893	357	904	582	275	26	70,391
ALASKA	1,885	4,314	319	222	51	118	52	137	19	14	7,111
ARIZONA	9,928	23,574	5,447	4,789	986	889	516	478	213	0	46,400
ARKANSAS	9,648	15,984	13,837	480	332	212	418	374	122	4	41,371
CALIFORNIA	83,401	154,711	38,990	34,325	22,870	6,097	0	4,648	2,886	225	328,153
COLORADO	8,614	21,308	3,731	6,017	0	548	480	370	248	5	41,621
CONNECTICUT	13,202	24,983	6,229	10,551	923	486	0	861	0	0	57,235
DELAWARE	1,519	5,489	1,359	2,023	19	7	3	51	8	0	10,548
DISTRICT OF COLUMBIA	1,415	134	69	38	65	70	4	22	20	0	1,847
FLORIDA	37,211	50,563	20,788	12,110	1,165	1,457	1,577	1,220	588	54	126,735
GEORGIA	23,021	30,890	26,488	15,130	1,168	510	755	1,281	600	13	99,856
HAWAII	1,349	7,150	1,309	308	3	85	131	181	39	5	10,526
IDAHO	3,343	7,948	2,487	444	48	114	10	156	61	0	14,809
ILLINOIS	56,985	78,482	29,341	18,231	1,172	463	397	932	528	14	186,405
INDIANA	39,800	21,630	21,113	1,873	10	463	472	672	240	15	86,288
IOWA	12,036	24,657	10,248	3,642	0	514	487	660	152	21	52,387
KANSAS	11,055	13,925	6,325	2,592	363	210	237	379	162	22	35,270
KENTUCKY	21,523	16,293	20,573	1,885	641	589	608	471	278	93	62,984
LOUISIANA	19,413	29,474	12,833	4,268	1,054	360	436	837	282	3	68,760
MAINE	5,082	7,450	4,082	3,777	240	280	423	259	98	49	21,920
MARYLAND	22,620	47,440	7,711	2,056	890	603	1,494	1,239	378	12	84,443
MASSACHUSETTS	33,877	29,205	22,195	19,859	4,673	234	234	9,374	934	234	116,819
MICHIGAN	39,898	46,468	16,517	17,334	0	3,131	0	2,343	842	0	126,333
MINNESOTA	16,244	34,412	11,500	4,008	1,283	954	0	1,076	349	8	69,834
MISSISSIPPI	13,489	10,948	18,226	347	0	211	107	274	100	17	42,099
MISSOURI	28,104	33,136	17,898	6,119	756	669	867	881	269	45	88,544
MONTANA	3,055	5,863	1,263	422	105	87	518	138	44	1	11,296
NEBRASKA	7,492	10,885	5,836	1,500	0	309	152	417	130	0	26,421
NEVADA	2,586	5,810	882	360	189	154	136	165	64	8	10,319
NEW HAMPSHIRE	1,282	6,091	887	424	114	88	10	74	3	0	8,951
NEW JERSEY	58,854	49,541	11,057	13,074	1,250	955	3,497	1,616	325	49	140,218
NEW MEXICO	4,444	11,404	2,606	1,751	23	195	538	248	133	5	21,345
NEW YORK	35,482	42,626	27,914	36,930	35,911	2,747	2,589	2,416	1,467	0	188,082
NORTH CAROLINA	21,405	39,539	35,485	3,837	820	845	711	1,081	472	13	104,178
NORTH DAKOTA	2,836	3,506	1,342	231	13	86	76	95	39	0	8,224
OHIO	58,047	86,000	47,182	4,727	0	3,020	1,647	2,088	809	61	183,581
OKLAHOMA	15,397	26,439	11,117	611	303	213	185	463	202	13	55,123
OREGON	10,330	20,796	3,397	1,777	345	497	0	311	130	0	36,583
PENNSYLVANIA	65,338	49,020	37,622	10,036	181	1,163	880	3,317	1,869	8	168,942
PUERTO RICO	143	1,191	9,212	585	95	77	1,332	733	143	6	13,567
RHODE ISLAND	2,935	9,623	1,233	1,019	186	139	36	137	39	7	15,334
SOUTH CAROLINA	15,903	17,040	21,896	5,108	0	748	180	708	392	16	61,989
SOUTH DAKOTA	3,963	2,355	904	262	14	44	198	321	20	3	8,084
TENNESSEE	25,304	29,736	19,077	2,216	1,271	888	1,232	1,686	495	8	81,913
TEXAS	53,986	122,722	18,772	10,837	2,917	1,896	17,480	691	1,043	289	230,803
UTAH	6,375	12,605	2,546	9,317	157	153	860	270	94	20	32,397
VERMONT	2,047	4,019	1,414	296	127	190	296	174	108	4	8,673
VIRGINIA	26,822	31,999	15,718	5,356	212	489	1,572	1,028	549	19	83,436
WASHINGTON	12,394	26,183	7,807	4,916	1,149	458	801	782	244	40	54,474
WEST VIRGINIA	9,534	10,681	9,966	937	774	256	105	232	156	1	32,642
WISCONSIN	11,626	24,723	11,397	8,012	414	810	295	780	240	10	58,106
WYOMING	2,204	4,623	784	889	158	99	182	135	32	1	8,887
AMERICAN SAMOA	0	92	47	0	0	2	4	13	2	4	164
GUAM	302	343	877	5	0	3	0	1	4	0	1,535
NORTHERN MARIANAS	0	104	10	0	0	2	12	13	2	1	144
TRUST TERRITORIES	184	969	10	28	41	21	90	149	40	18	1,548
VIRGIN ISLANDS	244	185	564	41	0	14	32	80	15	14	1,159
BUR. OF INDIAN AFFAIRS	742	2,289	517	303	19	31	214	138	31	2	4,156
U.S. AND TERRITORIES	989,782	1,387,285	647,445	291,648	85,679	36,051	48,072	48,374	18,809	1,900	3,560,623

Table D

NUMBER OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	MULTI-HANDI-CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	36	343	2,352	40	22	26	118	15	14	3	2,969
ALASKA	2	96	64	2	3	4	2	6	1	0	179
ARIZONA	15	759	802	133	77	38	33	33	13	0	1,881
ARKANSAS	34	244	692	5	0	6	20	6	3	1	1,011
CALIFORNIA	287	2,658	5,564	687	596	428	0	187	176	44	10,727
COLORADO	72	529	434	184	0	33	32	27	9	1	1,321
CONNECTICUT	389	1,113	727	730	80	79	0	70	0	0	3,188
DELAWARE	4	157	101	28	0	3	0	0	2	0	295
DISTRICT OF COLUMBIA	2	5	6	0	7	4	1	0	2	0	27
FLORIDA	121	850	1,987	170	108	80	134	37	16	0	3,503
GEORGIA	123	667	2,190	235	101	24	28	66	30	0	3,484
HAWAII	9	203	153	20	0	3	11	4	4	0	407
IDAHO	2	4	105	44	110	265	345	25	23	22	945
ILLINOIS	193	1,728	2,827	843	63	30	45	33	20	0	5,782
INDIANA	36	377	1,209	28	0	7	17	9	17	0	1,700
IOWA	23	977	1,274	108	0	43	97	15	11	5	2,553
KANSAS	12	345	862	66	12	12	34	7	2	4	1,056
KENTUCKY	30	288	1,138	34	14	31	33	19	6	5	1,598
LOUISIANA	200	601	1,665	69	32	17	38	33	20	0	2,675
MAINE	28	239	309	94	6	6	41	7	4	1	735
MARYLAND	308	2,109	1,909	250	214	55	423	86	25	0	5,379
MASSACHUSETTS	1,423	1,227	932	834	196	10	10	226	39	10	4,907
MICHIGAN	115	1,819	2,891	746	0	312	0	150	88	0	6,121
MINNESOTA	57	1,032	1,448	197	29	32	0	44	41	0	2,850
MISSISSIPPI	100	274	1,303	3	0	15	12	6	1	2	1,716
MISSOURI	180	851	1,384	121	50	108	152	48	7	0	2,569
MONTANA	12	204	164	13	6	2	7	4	2	0	414
NEBRASKA	5	439	682	36	0	31	33	34	10	0	1,270
NEVADA	0	145	111	4	11	4	35	11	7	2	330
NEW HAMPSHIRE	6	182	80	19	3	4	0	3	0	0	297
NEW JERSEY	326	1,239	1,611	604	70	58	155	105	17	4	4,189
NEW MEXICO	39	441	380	85	0	5	78	16	3	1	1,028
NEW YORK	117	760	5,327	1,826	1,427	293	397	171	81	C	10,379
NORTH CAROLINA	103	1,052	2,818	104	43	54	68	34	20	1	4,295
NORTH DAKOTA	2	70	196	10	0	11	2	8	2	0	301
OHIO	97	749	3,103	122	0	189	115	101	29	5	4,510
OKLAHOMA	37	629	684	12	4	13	24	16	3	0	1,402
OREGON	33	555	426	155	80	229	0	105	7	0	1,590
PENNSYLVANIA	229	714	3,749	203	5	186	52	98	51	0	5,287
PUERTO RICO	193	192	2,812	1,258	77	1,420	147	637	1,804	1	8,241
RHODE ISLAND	9	284	272	51	7	7	6	5	3	0	654
SOUTH CAROLINA	61	467	1,677	82	0	48	17	24	19	3	2,398
SOUTH DAKOTA	27	85	104	9	5	4	13	14	0	0	261
TENNESSEE	72	949	2,109	218	99	89	154	80	27	0	3,797
TEXAS	72	4,453	2,261	333	113	142	811	26	41	50	8,102
UTAH	20	85	147	108	0	2	175	8	3	0	548
VERMONT	57	112	39	8	4	5	8	4	3	0	240
VIRGINIA	179	693	1,871	172	5	29	145	50	45	1	2,990
WASHINGTON	191	964	835	118	85	25	85	30	9	0	2,342
WEST VIRGINIA	72	274	905	15	20	20	17	7	3	0	1,333
WISCONSIN	53	816	1,852	269	28	50	45	67	14	1	2,995
WYOMING	6	114	83	16	3	2	11	7	0	0	242
AMERICAN SAMOA	0	10	12	0	0	2	1	6	0	0	31
GUAM	1	2	7	0	0	0	0	0	1	0	11
NORTHERN MARIANAS	0	0	1	0	0	1	0	2	0	0	4
TRUST TERRITORIES	11	87	6	2	7	4	7	21	6	5	156
VIRGIN ISLANDS	4	0	66	0	0	0	0	0	0	0	70
BUR. OF INDIAN AFFAIRS	24	111	63	30	2	0	57	2	3	0	282
U.S. AND TERRITORIES	5,958	36,082	68,011	11,843	3,822	4,588	4,091	2,891	2,407	173	139,565

Table E

NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1980-1981

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	MULTI-HANDI-CAPPED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	1	0	208	169	0	0	101	431	175	31	1,116
ALASKA	826	1,272	316	60	42	27	27	106	8	10	2,492
ARIZONA	47	1	194	1	0	134	262	430	132	8	1,209
ARKANSAS	181	21	2,733	96	85	269	272	324	171	12	4,104
CALIFORNIA	0	80	2,300	545	0	0	0	1,089	100	0	4,094
COLORADO	147	100	2,197	257	0	181	582	157	67	23	3,701
CONNECTICUT	0	737	802	764	3	0	0	354	654	0	3,304
DELAWARE	142	449	876	571	38	252	2	178	115	32	2,655
DISTRICT OF COLUMBIA	172	1,375	1,234	884	57	138	92	22	41	38	3,853
FLORIDA	0	0	4,831	1,125	1,177	0	18	656	153	17	7,975
GEORGIA	182	19	945	882	94	39	171	989	129	17	2,827
HAWAII	0	26	319	64	0	180	83	117	19	18	806
IDAHO	0	0	40	15	0	0	110	195	95	21	476
ILLINOIS	1,388	2,243	13,186	9,748	543	2,974	1,307	3,049	988	107	35,480
INDIANA	418	123	4,079	518	149	358	622	639	253	27	7,186
IOWA	0	0	375	153	8	8	11	368	78	24	912
KANSAS	97	25	389	302	22	92	287	318	68	30	1,680
KENTUCKY	141	85	1,277	233	90	85	482	448	138	16	2,995
LOUISIANA	14	229	3,884	783	36	153	338	818	134	31	6,520
MAINE	13	40	673	447	108	0	96	142	16	2	1,535
MARYLAND	6	32	1,163	1,076	342	191	306	485	258	21	3,881
MASSACHUSETTS	3,080	3,817	2,672	2,479	564	37	279	647	115	27	14,407
MICHIGAN	0	3	9,706	877	7	0	54	382	55	0	10,984
MINNESOTA	0	0	473	82	0	0	9	181	27	10	782
MISSISSIPPI	45	1	859	15	3	97	26	339	148	12	1,545
MISSOURI	0	0	2,807	92	0	0	0	280	121	0	3,280
MONTANA	0	7	121	38	1	0	19	134	133	12	465
NEBRASKA	0	0	183	85	0	0	0	179	46	0	493
NEVADA	70	4	177	89	38	14	89	4	1	0	446
NEW HAMPSHIRE	267	516	819	641	72	56	254	181	221	5	3,032
NEW JERSEY	11	4	3,566	1,107	502	517	36	437	988	0	7,168
NEW MEXICO	23	8	79	64	0	1	152	178	53	0	555
NEW YORK	1,858	779	7,737	6,562	0	3,664	15	2,486	933	45	23,449
NORTH CAROLINA	49	52	1,388	897	73	185	1,229	1,054	258	29	4,810
NORTH DAKOTA	3	1	219	4	6	14	22	66	30	23	388
OHIO	0	0	12,248	246	0	0	0	178	110	16	12,797
OKLAHOMA	0	0	1,424	55	29	103	27	298	122	11	2,069
OREGON	1	0	2,646	505	42	203	122	1,169	398	24	5,110
PENNSYLVANIA	184	2,613	7,056	3,478	0	702	34	1,179	337	0	15,586
PUERTO RICO	36	0	888	49	10	116	115	195	10	0	1,419
RHODE ISLAND	0	27	394	65	1	21	67	89	16	12	692
SOUTH CAROLINA	0	49	911	25	0	6	136	312	94	0	1,533
SOUTH DAKOTA	0	2	220	56	5	101	60	106	28	10	587
TENNESSEE	2	14	515	328	0	2	101	349	158	2	1,468
TEXAS	127	483	6,679	1,996	107	657	1,820	3,983	381	159	16,381
UTAH	10	9	394	125	13	45	60	431	201	1	1,289
VERMONT	181	165	1,506	103	27	83	132	100	5	7	2,308
VIRGINIA	23	3	291	402	170	181	789	387	1,180	22	3,428
WASHINGTON	33	84	1,259	157	85	341	743	271	128	20	3,092
WEST VIRGINIA	36	19	530	30	46	36	98	180	88	0	1,061
WISCONSIN	202	6	1,305	150	71	141	132	296	183	27	2,443
WYOMING	486	117	180	47	48	87	132	48	11	14	1,109
AMERICAN SAMOA	-	-	-	-	-	-	-	-	-	-	-
GUAM	64	0	32	96	0	0	181	96	28	14	453
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	35	39	188	35	0	37	17	4	0	9	312
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	11,088	15,309	111,381	38,838	4,710	12,380	12,144	28,903	9,981	1,006	243,708

Table F

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

MENTALLY RETARDED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	31,203	31,990	33,923	35,127	34,840	3,925	-287	917	2,851	3,638
ALASKA	1,277	1,294	1,051	906	734	-371	-172	-317	-560	-543
ARIZONA	8,608	7,879	7,238	6,879	6,592	-1,729	-287	-646	-1,287	-2,016
ARKANSAS	14,674	16,489	17,703	17,433	17,449	2,759	16	-254	961	2,775
CALIFORNIA	42,916	40,768	41,023	39,810	38,947	-3,106	-863	-2,076	-1,821	-3,969
COLORADO	10,077	8,235	8,259	6,808	6,423	-3,269	-385	-1,836	-1,812	-3,654
CONNECTICUT	10,132	10,330	8,954	8,212	7,940	-1,920	-272	-1,014	-2,390	-2,192
DELAWARE	3,189	3,264	3,839	2,629	2,405	-570	-224	-434	-859	-784
DISTRICT OF COLUMBIA	2,918	1,895	1,882	1,309	1,318	-1,609	9	-564	-577	-1,600
FLORIDA	34,311	33,844	31,990	29,973	27,978	-4,338	-1,995	-4,012	-5,866	-6,333
GEORGIA	31,744	30,479	31,214	30,274	30,021	-1,470	-253	-1,193	-457	-1,723
HAWAII	2,434	2,578	2,485	2,120	1,807	-314	-313	-658	-671	-627
IDAHO	3,567	3,642	3,721	3,021	2,759	-546	-262	-962	-883	-808
ILLINOIS	48,974	50,032	46,977	50,770	46,058	1,797	-4,712	-919	-3,964	-2,916
INDIANA	27,784	28,086	28,269	27,165	26,666	-619	-499	-1,603	-1,420	-1,118
IOWA	12,663	12,825	12,786	12,955	12,643	293	-312	-143	-182	-20
KANSAS	8,665	9,141	7,946	7,780	7,413	-885	-367	-533	-1,728	-1,252
KENTUCKY	22,872	23,138	23,080	23,321	23,193	450	-128	133	56	322
LOUISIANA	24,547	24,537	22,661	20,713	19,164	-3,834	-1,549	-3,497	-5,373	-5,383
MAINE	5,664	5,311	5,467	5,293	5,200	-371	-93	-267	-111	-464
MARYLAND	17,523	15,311	12,134	11,870	11,060	-5,653	-810	-1,074	-4,251	-6,463
MASSACHUSETTS	34,972	31,380	26,671	26,832	26,834	-8,150	12	163	-4,546	-8,138
MICHIGAN	34,715	34,084	32,921	31,188	29,882	-3,527	-1,306	-3,039	-4,182	-4,833
MINNESOTA	15,140	15,812	14,973	14,894	14,098	-246	-796	-875	-1,714	-1,042
MISSISSIPPI	15,487	16,365	18,330	18,720	18,593	3,233	-127	263	2,229	3,106
MISSOURI	25,304	23,539	24,717	23,192	22,076	-2,112	-1,116	-2,641	-1,463	-3,228
MONTANA	2,114	2,167	2,136	1,780	1,615	-334	-165	-521	-552	-499
NEBRASKA	7,557	7,837	7,887	7,015	6,610	-542	-405	-1,277	-1,227	-947
NEVADA	1,586	1,595	1,780	1,365	1,217	-221	-148	-563	-378	-369
NEW HAMPSHIRE	2,720	2,859	2,360	2,453	1,787	-267	-666	-573	-1,072	-933
NEW JERSEY	22,394	21,612	21,386	18,849	16,537	-3,545	-2,312	-4,849	-5,075	-5,857
NEW MEXICO	4,519	4,231	3,930	3,439	3,139	-1,080	-300	-791	-1,092	-1,380
NEW YORK	55,582	51,782	48,566	47,960	41,675	-7,622	-6,285	-6,891	-10,107	-13,907
NORTH CAROLINA	46,334	44,662	45,557	43,507	39,986	-2,827	-3,521	-5,571	-4,676	-6,348
NORTH DAKOTA	1,974	2,168	2,080	2,083	1,809	110	-274	-241	-359	-165
OHIO	67,626	67,567	66,411	64,422	62,682	-3,204	-1,740	-3,729	-4,885	-4,944
OKLAHOMA	12,753	13,126	14,025	13,781	13,372	1,029	-409	-653	246	620
OREGON	7,697	7,008	6,195	5,991	5,618	-1,706	-473	-677	-1,490	-2,179
PENNSYLVANIA	56,461	53,221	51,340	49,276	49,202	-7,185	-74	-2,138	-4,019	-7,259
PUERTO RICO	8,132	9,290	13,510	10,539	13,062	2,408	2,523	-448	3,773	4,931
RHODE ISLAND	2,483	2,200	2,243	1,989	1,974	-494	-15	-269	-226	-509
SOUTH CAROLINA	29,944	27,260	27,276	26,090	24,941	-3,854	-1,149	-2,335	-2,319	-5,003
SOUTH DAKOTA	1,787	2,291	1,374	1,245	1,260	-542	15	-114	-1,031	-527
TENNESSEE	23,019	26,319	26,510	23,302	21,945	284	-1,357	-4,565	-4,374	-1,074
TEXAS	47,580	42,154	36,259	31,033	28,991	-16,547	-2,442	-7,668	-13,163	-18,589
UTAH	5,117	5,281	3,533	3,327	3,194	-1,790	-133	-338	-2,087	-1,923
VERMONT	2,133	2,089	2,593	3,363	3,095	1,230	-268	502	1,027	962
VIRGINIA	22,359	21,344	19,468	18,950	18,425	-3,409	-525	-1,043	-2,919	-3,934
WASHINGTON	11,684	12,311	11,374	11,063	10,799	-621	-264	-575	-1,512	-885
WEST VIRGINIA	11,983	11,589	11,181	11,552	11,508	-411	-44	327	-51	-455
WISCONSIN	19,187	17,714	16,792	16,004	14,668	-4,183	-336	-1,124	-3,046	-4,519
WYOMING	1,197	1,046	1,081	1,044	1,050	-153	6	-31	5	-147
AMERICAN SAMOA	71	94	84	65	69	-6	4	-15	-25	-2
GUAM	739	907	1,457	921	919	183	-2	-538	12	181
NORTHERN MARIANAS	-	4	13	9	11	-	2	-2	8	-
TRUST TERRITORIES	826	109	42	19	23	-807	4	-19	-86	-803
VIRGIN ISLANDS	954	619	986	732	792	-222	60	206	174	-162
BUR. OF INDIAN AFFAIRS	-	672	718	821	612	-	-209	-106	-60	-
U.S. AND TERRITORIES	989,847	944,980	917,880	882,173	844,180	-87,374	-37,993	-73,700	-100,800	-125,367

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142 ANNUALLY SINCE SCHOOL YEAR 1976-1977

SPEECH IMPAIRED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1978-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	14,096	15,225	16,305	14,106	15,079	11	973	-1,226	-146	984
ALASKA	1,844	1,757	2,286	2,739	2,849	895	110	563	1,092	1,005
ARIZONA	11,379	9,132	10,691	11,275	11,247	-104	-28	746	2,116	-132
ARKANSAS	7,182	8,852	9,651	11,475	12,117	4,293	642	2,466	3,265	4,935
CALIFORNIA	127,817	112,912	113,246	108,284	95,656	-19,533	-12,628	-17,590	-17,256	-32,161
COLORADO	13,189	11,380	10,558	10,478	9,984	-2,691	-524	-604	-1,426	-3,215
CONNECTICUT	16,518	15,298	14,664	14,342	15,908	-2,176	1,566	1,244	612	-610
DELAWARE	3,395	2,216	2,064	1,898	2,085	-1,497	187	31	-131	-1,310
DISTRICT OF COLUMBIA	2,498	1,962	2,129	1,602	2,136	-896	534	7	175	-362
FLORIDA	37,253	38,215	37,302	41,072	42,270	3,819	1,198	4,968	4,055	5,017
GEORGIA	23,322	22,041	23,812	23,729	27,541	407	3,812	3,729	5,500	4,219
HAWAII	2,452	2,313	803	1,202	1,369	-1,250	167	566	-844	-1,083
IDAHO	3,282	3,293	4,067	4,176	3,823	894	-353	-244	-1,470	541
ILLINOIS	80,274	74,504	77,192	78,684	73,197	-1,590	-5,487	-3,995	-1,307	-7,077
INDIANA	48,799	44,273	49,286	47,783	43,476	-976	-4,307	-5,790	-797	-5,283
IOWA	17,475	16,838	17,089	16,044	15,753	-1,431	-291	-1,316	-1,085	-1,722
KANSAS	15,501	13,525	13,710	12,886	13,301	-2,615	415	-409	-224	-2,200
KENTUCKY	21,541	22,186	22,117	22,958	24,313	1,417	1,355	2,196	2,127	2,772
LOUISIANA	44,028	38,631	35,251	34,640	32,911	-10,388	-1,729	-12,340	-15,720	-21,117
MAINE	5,973	5,579	5,987	5,575	5,957	-398	382	-30	379	-16
MARYLAND	30,384	30,731	22,972	24,488	26,443	-5,896	1,955	3,471	-4,288	-3,941
MASSACHUSETTS	35,077	34,734	40,084	40,908	40,959	5,831	51	875	6,276	5,882
MICHIGAN	67,484	59,412	59,632	54,127	48,937	-13,357	-5,190	-10,695	-14,475	-18,527
MINNESOTA	26,682	22,895	22,766	23,248	21,135	-3,444	-2,113	-1,631	-1,780	-5,557
MISSISSIPPI	9,616	10,753	13,675	14,064	14,847	4,448	783	1,172	4,094	5,231
MISSOURI	36,296	33,933	36,950	33,337	33,376	-2,959	39	-3,574	-557	-2,920
MONTANA	2,491	3,314	4,025	3,879	4,081	1,388	202	56	768	1,590
NEBRASKA	10,331	9,980	11,102	10,548	9,371	218	-1,177	-1,731	-609	-960
NEVADA	3,127	3,891	3,534	3,086	3,022	-41	-64	-512	-869	-105
NEW HAMPSHIRE	1,338	1,401	1,415	1,626	1,774	288	148	359	374	436
NEW JERSEY	68,945	66,604	63,473	60,544	64,131	-8,401	3,587	658	-2,473	-4,814
NEW MEXICO	2,068	2,470	3,343	4,103	5,157	2,045	1,054	1,814	2,688	3,089
NEW YORK	61,549	58,701	48,140	43,751	41,994	-17,798	-1,757	-6,146	-16,707	-19,555
NORTH CAROLINA	26,913	24,282	26,452	26,948	26,347	34	-599	-105	2,065	-566
NORTH DAKOTA	3,923	3,818	3,504	3,258	3,148	-665	-110	-356	-670	-775
OHIO	58,887	61,608	63,773	65,439	63,783	6,572	-1,656	10	2,175	4,916
OKLAHOMA	14,136	16,530	17,965	19,109	19,379	4,974	270	1,414	2,850	5,244
OREGON	10,802	10,571	12,397	11,819	11,580	1,017	-239	-817	-1,009	778
PENNSYLVANIA	99,213	78,049	75,129	72,127	71,651	-27,086	-276	-3,278	-6,198	-27,562
PUERTO RICO	219	772	701	989	1,108	770	119	407	336	889
RHODE ISLAND	5,217	3,630	3,181	3,437	3,368	-1,780	-69	187	-262	-1,849
SOUTH CAROLINA	23,370	24,447	20,878	21,021	19,174	-2,349	-1,847	-1,704	-5,273	-4,196
SOUTH DAKOTA	5,978	4,541	4,683	4,847	4,993	-1,131	146	310	452	-985
TENNESSEE	31,702	25,871	31,542	31,824	32,339	123	515	797	6,469	638
TEXAS	78,523	76,788	73,845	70,555	67,696	-7,968	-2,859	-6,149	-9,092	-10,827
UTAH	6,632	5,988	7,426	7,834	7,369	1,202	-465	-57	1,404	737
VERMONT	1,768	2,124	3,084	3,168	2,483	1,404	-685	-981	359	719
VIRGINIA	29,693	31,670	32,604	32,101	32,109	2,408	8	-495	440	2,416
WASHINGTON	24,685	12,782	12,787	11,495	14,868	-13,180	3,373	2,081	2,107	-9,787
WEST VIRGINIA	9,547	9,348	9,397	10,089	10,823	142	734	1,426	1,476	876
WISCONSIN	18,404	14,113	14,187	15,780	16,986	376	1,206	2,829	2,873	1,582
WYOMING	1,810	2,032	2,647	2,897	3,100	888	403	453	1,068	1,291
AMERICAN SAMOA	0	3	14	0	3	0	3	-11	0	3
GUAM	481	2,545	831	382	444	-99	62	-387	-2,101	-37
NORTHERN MARIANAS	-	0	12	0	0	-	0	-12	0	-
TRUST TERRITORIES	77	73	91	228	222	148	-9	131	149	145
VIRGIN ISLANDS	335	185	208	285	273	-40	-12	88	89	-62
BUR. OF INDIAN AFFAIRS	-	649	609	883	869	-	-14	260	221	-
U.S. AND TERRITORIES	1,302,666	1,226,981	1,216,185	1,188,987	1,170,484	-113,699	-18,483	-45,681	-56,477	-132,182

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

LEARNING DISABLED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	5,436	7,692	12,563	15,670	18,373	10,234	2,703	5,810	10,682	12,937
ALASKA	3,927	4,109	5,114	5,716	5,767	1,790	51	653	1,659	1,841
ARIZONA	17,214	18,988	20,751	22,372	24,423	5,158	2,051	3,672	5,836	7,209
ARKANSAS	5,072	7,646	10,453	13,250	16,303	8,179	3,053	5,850	8,659	11,232
CALIFORNIA	74,404	85,900	92,957	117,974	159,871	43,571	41,897	66,914	73,972	85,468
COLORADO	16,661	17,529	19,487	20,501	22,446	3,841	1,945	2,959	4,917	5,786
CONNECTICUT	19,201	22,902	24,246	25,019	27,106	5,819	2,086	2,859	4,203	7,905
DELAWARE	4,392	5,009	5,565	6,528	6,460	2,137	-68	895	1,451	2,069
DISTRICT OF COLUMBIA	1,661	444	1,767	1,128	1,517	-533	389	-250	1,073	-144
FLORIDA	31,850	37,652	42,674	47,829	51,579	15,980	3,750	8,905	13,928	19,730
GEORGIA	15,744	18,233	22,949	27,098	31,823	11,355	4,725	8,874	13,590	16,080
HAWAII	4,880	5,688	6,822	6,938	7,527	2,058	589	705	1,839	2,647
IDAHO	5,604	5,671	6,755	7,891	7,992	2,288	101	1,237	2,321	2,389
ILLINOIS	53,328	62,168	70,931	72,697	84,698	19,370	12,001	13,767	22,534	31,371
INDIANA	5,422	7,266	13,061	17,373	22,186	11,951	4,813	9,125	14,921	16,764
IOWA	17,553	18,971	21,674	23,961	25,771	6,409	1,810	4,097	6,801	8,219
KANSAS	8,425	8,857	11,062	12,528	14,370	4,103	1,842	3,308	5,514	5,945
KENTUCKY	7,423	8,787	11,368	14,205	16,702	6,782	2,497	5,334	7,935	9,279
LOUISIANA	10,823	13,702	24,739	29,416	30,392	18,593	976	5,653	16,690	19,569
MAINE	7,261	8,237	7,228	7,640	7,811	380	171	583	1,575	551
MARYLAND	29,093	32,379	42,616	46,118	50,041	17,026	3,923	7,425	17,663	20,949
MASSACHUSETTS	18,542	24,770	34,457	35,246	35,311	16,705	65	854	10,541	16,770
MICHIGAN	28,143	33,009	38,149	43,472	48,925	15,330	5,453	10,776	15,916	20,783
MINNESOTA	21,456	27,040	32,982	35,201	36,415	13,745	1,214	3,433	9,375	14,959
MISSISSIPPI	2,748	4,067	5,977	8,136	11,223	5,388	3,087	5,246	7,156	8,475
MISSOURI	22,862	22,310	27,787	30,592	34,347	7,730	3,755	6,560	12,038	11,485
MONTANA	2,883	3,794	4,912	5,266	5,919	2,384	653	1,007	2,125	3,037
NEBRASKA	5,433	7,275	9,402	9,952	11,512	4,519	1,560	2,110	4,237	6,079
NEVADA	4,782	4,009	4,915	5,380	6,011	599	631	1,096	2,002	1,230
NEW HAMPSHIRE	3,091	3,236	5,394	6,320	6,806	3,229	486	1,412	3,571	3,715
NEW JERSEY	33,188	39,631	41,878	48,335	51,316	13,148	2,981	9,438	11,686	18,129
NEW MEXICO	6,175	7,864	9,163	9,956	11,925	3,782	1,969	2,762	4,362	5,751
NEW YORK	34,514	27,844	19,410	30,975	44,550	-3,539	13,575	25,140	16,706	10,036
NORTH CAROLINA	17,697	20,461	26,960	34,017	40,830	16,321	6,813	13,870	20,370	23,134
NORTH DAKOTA	2,439	2,431	3,282	3,474	3,624	1,035	150	372	1,194	1,185
OHIO	32,399	37,119	48,811	58,214	67,069	25,815	8,855	18,258	29,951	34,670
OKLAHOMA	15,015	17,727	22,779	25,035	27,253	10,020	2,218	4,474	9,526	12,238
OREGON	11,148	13,688	16,966	19,801	21,476	8,685	1,675	4,510	7,789	10,330
PENNSYLVANIA	19,772	27,152	38,030	46,307	52,792	26,535	6,485	14,762	25,641	33,020
PUERTO RICO	1,012	2,286	1,480	2,670	1,486	1,659	-1,184	6	-800	475
RHODE ISLAND	4,620	4,750	6,952	8,728	10,233	4,108	1,505	3,281	5,483	5,613
SOUTH CAROLINA	10,821	11,907	14,516	16,240	17,587	5,420	1,347	3,071	5,680	6,767
SOUTH DAKOTA	1,196	1,447	2,036	2,437	2,512	1,242	75	476	1,065	1,317
TENNESSEE	35,243	35,103	24,817	27,221	30,855	-8,022	3,634	6,038	-4,248	-4,388
TEXAS	50,890	115,901	129,784	123,751	130,678	72,861	6,927	894	14,777	79,788
UTAH	13,584	13,662	12,311	12,760	12,879	-824	119	568	-783	-705
VERMONT	2,026	2,889	1,691	4,481	4,668	2,455	187	2,977	1,800	2,642
VIRGINIA	16,211	18,812	23,398	27,842	33,391	11,631	5,549	9,993	14,579	17,180
WASHINGTON	10,129	14,744	17,195	20,782	27,404	10,653	6,622	10,209	12,661	17,275
WEST VIRGINIA	5,743	6,372	7,760	9,174	10,995	3,431	1,821	3,235	4,623	5,252
WISCONSIN	14,378	17,229	19,844	23,283	25,628	8,905	2,345	5,784	8,400	11,250
WYOMING	3,084	3,471	4,404	4,889	4,947	1,606	288	543	1,476	1,864
AMERICAN SAMOA	37	73	97	49	108	13	59	11	36	72
GUAM	148	186	76	300	346	82	148	270	161	198
NORTHERN MARIANAS	-	0	1	22	104	-	82	103	104	-
TRUST TERRITORIES	269	745	1,082	92	1,115	-177	1,023	33	371	846
VIRGIN ISLANDS	176	170	137	146	224	-30	78	87	54	48
BUR. OF INDIAN AFFAIRS	-	1,477	2,472	2,281	2,393	-	112	-79	916	-
U.S. AND TERRITORIES	797,213	969,423	1,135,889	1,281,379	1,468,014	484,167	186,635	332,455	498,591	670,802

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

EMOTIONALLY DISTURBED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	917	1,777	2,801	3,503	3,961	2,587	458	1,160	2,184	3,045
ALASKA	335	320	322	333	288	-2	-45	-34	-32	-47
ARIZONA	3,665	3,870	3,893	4,359	4,959	695	600	1,066	1,090	1,295
ARKANSAS	240	314	382	475	535	235	60	153	221	295
CALIFORNIA	21,990	23,702	23,199	28,525	25,932	6,535	-2,593	2,733	2,231	3,942
COLORADO	4,844	4,835	5,610	6,405	6,547	1,562	142	937	1,713	1,704
CONNECTICUT	10,381	9,302	10,618	11,585	12,287	1,204	702	1,669	2,985	1,906
DELAWARE	2,753	2,819	2,527	2,726	2,687	-27	-39	160	-132	-66
DISTRICT OF COLUMBIA	1,086	660	752	450	724	-636	274	-28	64	-362
FLORIDA	7,584	9,382	10,200	10,931	13,525	3,348	2,594	3,325	4,173	5,942
GEORGIA	9,077	10,137	12,514	13,960	16,395	4,884	2,435	3,881	6,258	7,319
HAWAII	158	213	348	371	402	214	31	54	189	245
IDAHO	581	588	379	538	522	-43	-16	143	-66	-59
ILLINOIS	31,157	31,312	28,721	31,540	29,607	384	-1,933	886	-1,705	-1,550
INDIANA	1,400	1,884	1,810	2,053	2,441	654	388	631	857	1,042
IOWA	1,757	2,110	2,607	3,243	4,025	1,488	782	1,418	1,915	2,268
KANSAS	1,980	2,071	2,113	2,580	3,061	610	471	948	991	1,081
KENTUCKY	1,534	1,489	1,776	2,623	2,154	1,090	-469	378	665	621
LOUISIANA	3,499	5,203	5,383	5,201	5,164	1,703	-37	-219	-39	1,666
MAINE	2,904	2,739	3,533	3,681	4,446	777	765	913	1,708	1,542
MARYLAND	3,787	4,170	3,469	3,616	3,445	-171	-171	-24	-725	-342
MASSACHUSETTS	24,487	26,340	24,541	24,787	24,098	330	-689	-443	-2,242	-389
MICHIGAN	13,224	15,389	16,109	18,063	19,618	4,839	1,555	3,509	4,230	6,394
MINNESOTA	4,403	3,770	3,754	3,945	4,492	-458	547	738	723	89
MISSISSIPPI	50	74	135	255	369	205	114	234	295	319
MISSOURI	5,359	4,732	5,882	6,000	6,578	641	578	696	1,847	1,219
MONTANA	317	417	474	459	479	143	20	5	63	163
NEBRASKA	977	1,255	1,497	1,386	1,655	409	269	158	401	678
NEVADA	548	316	511	320	449	-228	129	-62	133	-99
NEW HAMPSHIRE	686	716	852	1,058	1,086	373	28	434	370	401
NEW JERSEY	11,758	13,106	13,178	13,493	14,974	1,735	1,481	1,796	1,868	3,216
NEW MEXICO	1,278	1,324	1,588	1,623	1,976	345	353	388	653	698
NEW YORK	46,948	37,639	39,403	45,692	45,797	-1,256	105	6,394	8,159	-1,151
NORTH CAROLINA	2,482	2,836	2,937	3,692	4,550	1,231	858	1,613	1,714	2,089
NORTH DAKOTA	206	230	280	291	252	85	-39	-8	22	46
OHIO	1,940	2,473	3,476	4,277	5,164	2,338	887	1,888	2,691	3,225
OKLAHOMA	462	438	440	558	689	97	131	249	254	228
OREGON	2,439	2,109	2,369	2,265	2,450	-174	185	81	342	11
PENNSYLVANIA	9,791	10,874	11,103	12,494	13,911	2,704	1,417	2,808	3,338	4,121
PUERTO RICO	376	695	788	1,459	2,073	1,084	614	1,315	1,379	1,698
RHODE ISLAND	1,248	1,162	1,111	1,092	1,166	-156	74	55	4	-82
SOUTH CAROLINA	4,068	4,274	4,849	4,882	5,256	824	374	707	983	1,188
SOUTH DAKOTA	149	209	334	308	330	181	21	-4	122	182
TENNESSEE	2,482	2,414	2,856	3,084	2,814	603	-270	158	400	333
TEXAS	9,731	10,461	9,729	11,084	13,461	1,384	2,377	3,732	3,001	3,731
UTAH	10,380	9,861	9,998	9,650	9,698	-630	48	100	-163	-682
VERMONT	127	132	3,876	328	436	202	108	-3,440	305	310
VIRGINIA	3,689	3,411	3,955	5,025	6,079	1,338	1,054	2,124	2,668	2,390
WASHINGTON	9,891	6,305	9,468	9,466	9,201	-425	-265	-267	-1,104	-690
WEST VIRGINIA	635	573	660	828	1,004	193	176	344	432	369
WISCONSIN	4,836	5,891	6,393	7,475	8,575	2,640	1,100	2,182	2,684	3,740
WYOMING	447	985	990	630	787	184	157	177	203	321
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	33	8	56	37	85	5	38	9	80	43
NORTHERN MARIANAS	-	0	1	0	0	-	0	-1	0	-
TRUST TERRITORIES	98	72	8	33	38	-62	2	30	-37	-60
VIRGIN ISLANDS	76	47	53	43	76	-33	33	23	29	1
BUR. OF INDIAN AFFAIRS	-	288	411	288	224	-	-82	-187	-82	-
U.S. AND TERRITORIES	283,072	288,634	301,489	331,087	348,984	47,998	17,887	47,485	60,320	65,882

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

OTHER HEALTH IMPAIRED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1978-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	435	449	496	516	728	81	212	232	280	293
ALASKA	1,547	1,838	84	59	98	-1,488	39	14	-1,740	-1,449
ARIZONA	450	538	654	809	646	160	37	-8	109	197
ARKANSAS	269	330	386	450	333	182	-117	47	104	65
CALIFORNIA	28,184	32,131	35,184	35,453	24,197	7,290	-11,256	-10,987	-7,934	-3,987
COLORADO	8	4	0	0	0	-8	0	0	-4	-8
CONNECTICUT	2,303	486	353	944	1,171	-1,359	227	818	705	-1,132
DELAWARE	19	183	95	18	72	-3	54	-23	-91	54
DISTRICT OF COLUMBIA	506	594	186	180	139	-326	-41	-47	-455	-367
FLORIDA	1,283	1,519	0	0	2,536	-1,283	2,536	2,536	1,017	1,254
GEORGIA	1,553	1,483	2,122	1,483	1,450	-70	-33	-672	-33	-103
HAWAII	48	23	12	4	4	-44	0	-8	-19	-44
IDAHO	140	837	818	575	223	436	-352	-595	-614	84
ILLINOIS	6,635	5,840	3,500	2,408	2,002	-4,227	-406	-498	-3,838	-4,633
INDIANA	1,134	1,225	307	400	159	-734	-241	-148	-1,066	-975
IOWA	12	0	0	3	5	-9	2	5	5	-7
KANSAS	431	441	389	703	412	272	-291	23	-29	-19
KENTUCKY	1,533	1,810	1,828	1,013	778	-520	-235	-1,050	-1,032	-755
LOUISIANA	1,598	2,251	1,162	1,483	1,298	-115	-185	136	-953	-300
MAINE	708	670	393	310	380	-398	70	-13	-290	-328
MARYLAND	180	1,272	1,489	1,838	1,496	1,658	-342	7	224	1,317
MASSACHUSETTS	3,807	6,159	3,038	5,640	5,651	1,833	11	2,613	-508	1,844
MICHIGAN	1,382	0	0	0	7	-1,382	7	7	7	-1,375
MINNESOTA	1,363	1,444	1,454	1,661	1,414	299	-247	-40	-30	52
MISSISSIPPI	203	22	15	18	3	-185	-15	-12	-19	-200
MISSOURI	1,376	1,157	1,181	1,056	842	-320	-214	-339	-315	-534
MONTANA	130	201	99	111	112	-19	1	13	-89	-18
NEBRASKA	47	0	0	0	0	-47	0	0	0	-47
NEVADA	631	335	66	194	257	-437	63	191	-78	-374
NEW HAMPSHIRE	1,135	1,087	194	198	191	-937	-7	-3	-896	-944
NEW JERSEY	2,588	2,392	1,801	2,177	1,963	-411	-214	162	-429	-625
NEW MEXICO	51	380	34	17	55	-34	38	21	-305	4
NEW YORK	25,846	33,671	39,291	35,407	38,395	9,562	2,988	-896	4,725	12,550
NORTH CAROLINA	503	688	1,088	900	986	397	86	-102	299	483
NORTH DAKOTA	55	33	35	80	27	6	-33	-8	-6	-28
OHIO	801	871	0	0	0	-801	0	0	-871	-801
OKLAHOMA	343	384	618	352	368	109	16	-250	-16	125
OREGON	2,530	362	436	639	481	-1,891	-158	45	120	-2,049
PENNSYLVANIA	9,663	3,771	273	289	273	-9,374	-16	0	-3,498	-9,390
PUERTO RICO	88	435	443	663	467	578	-196	24	33	382
RHODE ISLAND	1,740	1,606	213	187	178	-1,553	-9	-35	-1,428	-1,562
SOUTH CAROLINA	671	331	45	72	72	-599	0	27	-259	-599
SOUTH DAKOTA	311	37	73	19	25	-292	6	-48	-12	-286
TENNESSEE	2,343	1,204	1,478	1,534	1,400	-809	-134	-78	196	-943
TEXAS	30,747	20,907	2,557	3,102	3,427	-27,645	325	870	-17,480	-27,320
UTAH	234	214	125	108	177	-126	69	52	-37	-57
VERMONT	145	225	130	185	170	41	-15	40	-55	26
VIRGINIA	1,342	1,875	864	530	483	-812	-47	-181	-1,392	-859
WASHINGTON	722	650	345	1,199	1,400	477	201	1,055	750	678
WEST VIRGINIA	429	890	781	787	852	339	65	71	162	424
WISCONSIN	1,043	656	640	572	530	-471	-42	-110	-126	-513
WYOMING	252	291	124	100	216	-152	116	92	-75	-36
AMERICAN SAMOA	3	5	7	1	0	-2	-1	-7	-5	-3
GUAM	28	20	0	0	0	-28	0	0	-20	-28
NORTHERN MARIANAS	-	4	1	0	0	-	0	-1	-4	-
TRUST TERRITORIES	31	80	7	57	79	27	22	72	-1	49
VIRGIN ISLANDS	0	16	1	0	0	0	0	-1	-16	0
BUR. OF INDIAN AFFAIRS	-	209	45	30	25	-	-5	-20	-184	-
U.S. AND TERRITORIES	141,417	136,185	105,640	106,292	98,653	-35,125	-7,639	-6,987	-37,512	-42,764

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	602	1,496	408	408	424	-194	16	16	-1,072	-178
ALASKA	104	130	134	156	179	53	23	85	49	76
ARIZONA	480	295	915	856	1,115	396	259	200	721	635
ARKANSAS	255	301	417	442	496	187	54	79	196	241
CALIFORNIA	20,757	19,356	19,096	15,194	7,772	-11,563	-7,422	-11,324	-11,584	-18,985
COLORADO	1,580	1,377	858	702	788	-878	86	-70	-589	-792
CONNECTICUT	984	800	584	537	852	-447	115	68	152	-332
DELAWARE	303	300	246	252	286	-51	34	40	-14	-17
DISTRICT OF COLUMBIA	194	189	271	234	223	40	-11	-48	34	29
FLORIDA	2,042	2,024	2,120	2,735	1,776	694	-959	-344	-248	-266
GEORGIA	692	1,088	394	960	684	-132	124	290	-414	-8
HAWAII	194	197	196	165	248	-29	83	52	52	55
IDAHO	611	668	714	483	413	-128	-70	-301	-255	-198
ILLINOIS	3,451	8,017	3,645	4,402	3,606	952	-796	-39	-4,411	156
INDIANA	837	920	826	883	891	27	-12	25	-69	15
IOWA	452	473	542	673	772	222	99	230	300	321
KANSAS	310	392	263	339	343	29	4	80	-49	33
KENTUCKY	451	411	602	629	782	179	133	180	351	312
LOUISIANA	586	1,115	585	734	628	148	-106	63	-487	42
MAINE	378	277	267	346	347	-32	1	80	71	-31
MARYLAND	881	1,225	1,274	1,102	1,003	221	-99	-271	-222	122
MASSACHUSETTS	5,905	3,882	2,929	285	282	-5,620	-3	-2,647	-3,600	-5,623
MICHIGAN	3,772	3,849	4,181	4,128	4,362	356	234	181	513	590
MINNESOTA	939	1,185	1,076	1,246	1,231	307	-15	155	46	292
MISSISSIPPI	140	277	311	322	372	183	50	61	95	233
MISSOURI	1,086	3,242	784	717	837	-349	120	73	-2,405	-229
MONTANA	82	132	147	129	107	48	-22	-40	-25	26
NEBRASKA	273	340	424	461	434	189	-27	10	95	162
NEVADA	178	301	78	268	190	89	-78	112	-11	13
NEW HAMPSHIRE	241	282	177	206	127	-35	-79	-50	-155	-114
NEW JERSEY	1,977	2,380	2,221	1,892	1,655	-85	-237	-566	-625	-322
NEW MEXICO	450	172	192	182	366	-268	84	74	95	-184
NEW YORK	5,786	3,859	4,222	6,920	7,027	1,134	107	2,805	3,168	1,241
NORTH CAROLINA	943	1,804	1,003	1,146	1,127	203	-19	124	-677	184
NORTH DAKOTA	81	112	80	104	134	23	30	54	22	53
OHIO	2,729	3,131	3,470	3,543	3,394	814	-149	-76	263	665
OKLAHOMA	512	683	282	385	396	-147	31	114	-287	-116
OREGON	850	814	918	1,243	973	394	-270	55	159	124
PENNSYLVANIA	3,125	2,740	2,709	2,096	2,229	-1,029	133	-480	-511	-896
PUERTO RICO	310	401	484	662	1,787	453	1,125	1,323	1,386	1,578
RHODE ISLAND	181	302	176	184	200	3	16	24	-2	19
SOUTH CAROLINA	923	866	824	847	860	-76	13	36	-6	-63
SOUTH DAKOTA	207	232	186	183	165	-44	-2	-1	-67	-42
TENNESSEE	1,297	2,881	1,278	1,170	1,100	-127	-70	-178	-1,781	-197
TEXAS	8,091	7,656	2,906	2,736	3,120	-5,355	384	214	-4,535	-4,971
UTAH	291	271	288	211	243	-80	32	-45	-28	-48
VERMONT	18	62	219	364	396	347	32	77	334	379
VIRGINIA	997	683	802	813	799	-484	286	197	137	-198
WASHINGTON	1,667	2,318	1,817	1,018	858	-649	-160	-959	-1,460	-809
WEST VIRGINIA	490	478	[illegible]	321	356	-169	35	70	-120	-134
WISCONSIN	1,331	1,907	1,844	915	1,079	-416	164	-465	-828	-252
WYOMING	97	71	90	109	170	13	61	80	99	74
AMERICAN SAMOA	0	8	8	3	4	3	1	-5	-1	4
GUAM	2	47	0	1	3	-1	2	3	-44	1
NORTHERN MARIANAS	-	1	7	0	3	-	3	-4	2	-
TRUST TERRITORIES	4	18	46	26	26	23	0	-11	18	32
VIRGIN ISLANDS	42	15	15	13	41	-29	28	26	26	-1
BUR. OF INDIAN AFFAIRS	-	187	51	39	33	-	-6	-18	-134	-
U.S. AND TERRITORIES	87,008	88,073	70,290	66,248	59,663	-20,760	-6,585	-10,636	-28,410	-27,345

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

MULTIHANDICAPPED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	-	-	1,500	1,307	1,254	-	-53	-246	-	-
ALASKA	-	-	109	88	104	-	16	-5	-	-
ARIZONA	-	-	458	708	874	-	166	416	-	-
ARKANSAS	-	-	447	438	765	-	327	318	-	-
CALIFORNIA	-	-	0	0	0	-	0	0	-	-
COLORADO	-	-	566	1,103	1,205	-	102	639	-	-
CONNECTICUT	-	-	185	36	0	-	-36	-185	-	-
DELAWARE	-	-	42	48	19	-	-29	-23	-	-
DISTRICT OF COLUMBIA	-	-	173	168	100	-	-68	-73	-	-
FLORIDA	-	-	1,281	1,492	1,887	-	395	606	-	-
GEORGIA	-	-	1,253	1,809	1,193	-	-616	-60	-	-
HAWAII	-	-	135	184	244	-	60	109	-	-
IDAHO	-	-	351	629	482	-	-147	131	-	-
ILLINOIS	-	-	5,025	2,450	1,981	-	-469	-3,044	-	-
INDIANA	-	-	1,107	1,123	1,211	-	88	104	-	-
IOWA	-	-	701	667	659	-	-8	-42	-	-
KANSAS	-	-	659	852	673	-	-179	14	-	-
KENTUCKY	-	-	584	649	1,180	-	531	596	-	-
LOUISIANA	-	-	1,231	1,183	938	-	-245	-293	-	-
MAINE	-	-	786	860	839	-	-21	53	-	-
MARYLAND	-	-	2,111	2,152	2,544	-	392	433	-	-
MASSACHUSETTS	-	-	679	283	534	-	251	-145	-	-
MICHIGAN	-	-	28	53	54	-	1	26	-	-
MINNESOTA	-	-	351	42	9	-	-33	-342	-	-
MISSISSIPPI	-	-	0	130	163	-	33	163	-	-
MISSOURI	-	-	1,400	1,564	1,278	-	-286	-122	-	-
MONTANA	-	-	237	660	603	-	-57	366	-	-
NEBRASKA	-	-	130	328	269	-	-57	139	-	-
NEVADA	-	-	232	319	353	-	34	121	-	-
NEW HAMPSHIRE	-	-	154	213	264	-	51	110	-	-
NEW JERSEY	-	-	3,890	3,551	4,108	-	557	218	-	-
NEW MEXICO	-	-	332	487	845	-	358	513	-	-
NEW YORK	-	-	169	542	3,134	-	2,592	2,965	-	-
NORTH CAROLINA	-	-	1,172	1,542	2,126	-	584	954	-	-
NORTH DAKOTA	-	-	193	198	146	-	-52	-47	-	-
OHIO	-	-	1,221	1,662	1,996	-	334	775	-	-
OKLAHOMA	-	-	589	843	840	-	197	251	-	-
OREGON	-	-	0	85	122	-	37	122	-	-
PENNSYLVANIA	-	-	428	525	758	-	233	330	-	-
PUERTO RICO	-	-	780	1,377	1,835	-	458	1,055	-	-
RHODE ISLAND	-	-	98	115	127	-	12	29	-	-
SOUTH CAROLINA	-	-	475	622	428	-	-194	-47	-	-
SOUTH DAKOTA	-	-	284	327	333	-	6	49	-	-
TENNESSEE	-	-	1,561	1,706	1,725	-	19	164	-	-
TEXAS	-	-	10,796	19,067	22,011	-	2,944	11,215	-	-
UTAH	-	-	1,057	1,231	1,279	-	48	222	-	-
VERMONT	-	-	126	241	465	-	224	339	-	-
VIRGINIA	-	-	2,953	2,908	3,132	-	224	179	-	-
WASHINGTON	-	-	1,232	1,265	1,410	-	145	178	-	-
WEST VIRGINIA	-	-	372	945	334	-	-211	-38	-	-
WISCONSIN	-	-	965	855	650	-	-205	85	-	-
WYOMING	-	183	286	334	328	-	-6	62	145	-
AMERICAN SAMOA	-	-	0	18	9	-	-9	9	-	-
GUAM	-	-	52	127	161	-	34	109	-	-
NORTHERN MARIANAS	-	-	8	9	17	-	8	9	-	-
TRUST TERRITORIES	-	-	35	109	110	-	1	75	-	-
VIRGIN ISLANDS	-	-	17	15	50	-	35	33	-	-
BUR. OF INDIAN AFFAIRS	-	-	136	343	302	-	-41	166	-	-
U.S. AND TERRITORIES	-	183	50,722	61,965	70,460	-	8,495	19,738	70,277	-

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

HARD OF HEARING & DEAF

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	924	1,193	1,143	1,157	1,093	234	-64	-50	-100	170
ALASKA	482	238	303	205	276	-277	71	73	39	-206
ARIZONA	907	927	873	898	968	-9	70	95	42	62
ARKANSAS	515	600	703	718	768	203	50	66	169	253
CALIFORNIA	7,124	7,267	7,197	7,172	6,513	48	-659	-684	-754	-611
COLORADO	1,181	1,037	1,002	913	922	-268	9	-80	-115	-259
CONNECTICUT	1,890	1,443	1,372	1,233	1,355	-657	122	103	-88	-535
DELAWARE	168	178	185	182	240	15	58	55	62	73
DISTRICT OF COLUMBIA	278	72	54	50	47	-228	-3	-7	-25	-231
FLORIDA	2,163	2,018	1,952	2,060	2,099	-103	39	147	82	-64
GEORGIA	2,249	2,233	2,559	2,092	2,034	-157	-58	-525	-199	-215
HAWAII	335	348	344	322	324	-13	2	-20	-24	-11
IDAHO	421	378	422	483	384	63	-99	-38	7	-37
ILLINOIS	4,349	5,478	4,819	5,177	4,108	828	-1,069	-711	-1,370	-241
INDIANA	1,660	1,441	1,529	1,429	1,366	-231	-63	-163	-75	-294
IOWA	915	957	1,021	1,063	1,052	148	-11	31	95	137
KANSAS	1,981	647	671	765	755	-1,216	-10	84	109	-1,226
KENTUCKY	1,256	1,130	1,055	1,059	991	-197	-68	-64	-139	-265
LOUISIANA	1,378	1,860	1,788	1,681	1,717	303	36	-71	-143	339
MAINE	583	438	439	459	455	-134	6	26	28	-128
MARYLAND	1,627	1,725	1,781	1,868	1,924	242	56	143	199	298
MASSACHUSETTS	6,738	7,107	6,637	6,487	6,498	-251	11	-139	-609	-240
MICHIGAN	3,101	3,291	3,208	3,205	3,132	105	-73	-76	-159	32
MINNESOTA	1,574	1,400	1,434	1,615	1,494	41	-121	60	94	-80
MISSISSIPPI	801	847	580	543	643	-258	100	63	-4	-158
MISSOURI	1,465	1,251	1,306	1,195	1,255	-270	60	-51	4	-210
MONTANA	361	284	347	290	310	-71	20	-37	57	-51
NEBRASKA	474	855	615	511	687	37	176	72	133	213
NEVADA	204	185	198	194	193	-10	-1	-5	8	-11
NEW HAMPSHIRE	432	431	267	293	261	-139	-32	-6	-170	-171
NEW JERSEY	2,794	2,761	2,612	2,259	2,324	-535	65	-288	-437	-470
NEW MEXICO	422	428	451	470	461	48	-9	10	33	39
NEW YORK	5,893	7,262	7,249	5,208	5,267	-685	59	-1,982	-1,995	-626
NORTH CAROLINA	2,336	2,235	2,171	2,246	2,255	-90	9	84	21	-81
NORTH DAKOTA	205	229	202	206	187	1	-19	-15	-42	-18
OHIO	2,779	2,660	2,712	2,676	2,689	-103	13	-23	29	-90
OKLAHOMA	816	808	787	796	865	-20	69	78	58	49
OREGON	1,265	1,322	1,451	1,688	1,614	424	-74	163	293	350
PENNSYLVANIA	5,453	4,770	4,950	4,804	4,943	-649	139	-7	174	-510
PUERTO RICO	991	1,201	1,477	1,372	1,729	382	357	252	528	739
RHODE ISLAND	356	468	271	258	250	-98	-8	-21	-218	-106
SOUTH CAROLINA	1,613	1,262	1,160	1,098	1,103	-515	5	-57	-159	-510
SOUTH DAKOTA	248	282	469	445	458	197	13	-11	197	210
TENNESSEE	2,176	1,811	2,322	2,358	2,255	183	-103	-67	444	80
TEXAS	6,421	5,893	5,935	4,578	4,770	-1,843	192	-1,165	-1,083	-1,651
UTAH	746	669	669	680	732	-66	52	63	63	-14
VERMONT	138	122	333	293	311	156	18	-22	190	174
VIRGINIA	1,797	1,946	1,797	1,495	1,629	-302	134	-168	-317	-168
WASHINGTON	2,359	1,438	1,216	1,302	1,110	-1,057	-192	-106	-328	-1,249
WEST VIRGINIA	576	540	552	410	447	-166	37	-106	-93	-129
WISCONSIN	1,267	1,340	1,345	1,264	1,344	-3	80	-1	4	78
WYOMING	185	209	263	203	198	18	-7	-67	-13	11
AMERICAN SAMOA	24	24	25	22	21	-2	-1	-4	-3	-3
GUAM	1,164	383	109	97	99	-1,067	2	-10	-184	-1,065
NORTHERN MARIANAS	-	8	18	18	16	-	1	-2	8	-
TRUST TERRITORIES	71	108	112	1,140	211	1,069	-929	99	103	140
VIRGIN ISLANDS	117	84	86	87	86	-80	1	2	-6	-59
BUR. OF INDIAN AFFAIRS	-	350	84	114	145	-	31	61	-205	-
U.S. AND TERRITORIES	89,743	87,148	86,382	83,873	81,363	-6,870	-1,510	-5,019	-5,783	-8,380

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

VISUALLY HANDICAPPED

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	376	446	553	531	481	148	-40	-72	36	106
ALASKA	83	54	34	48	33	-35	-15	-1	-21	-50
ARIZONA	385	298	330	331	370	-34	39	40	72	6
ARKANSAS	281	313	298	317	312	37	-5	14	-1	32
CALIFORNIA	3,121	2,943	2,789	2,854	3,332	-267	478	543	390	212
COLORADO	425	375	316	285	350	-140	65	34	-25	-75
CONNECTICUT	677	458	682	642	654	-35	12	-28	196	-23
DELAWARE	80	106	105	124	130	44	6	25	24	50
DISTRICT OF COLUMBIA	122	108	77	55	66	-67	11	-11	-42	-56
FLORIDA	774	805	925	853	806	80	-47	-119	2	33
GEORGIA	831	788	911	804	809	-27	5	-102	21	-22
HAWAII	46	46	55	53	70	7	18	15	24	25
IDAHO	369	320	315	250	191	-119	-59	-124	-129	-178
ILLINOIS	1,831	2,187	2,020	2,147	1,573	316	-574	-447	-614	-58
INDIANA	650	567	620	601	518	-49	-83	-102	-49	-132
IOWA	230	234	240	321	282	91	-39	42	49	52
KANSAS	331	292	227	251	252	-80	1	25	-40	-79
KENTUCKY	449	440	479	447	430	-2	-17	-49	-10	-19
LOUISIANA	532	696	555	551	477	19	-74	-78	-219	-55
MAINE	224	162	165	135	134	-89	-1	-31	-28	-90
MARYLAND	810	824	892	673	692	-137	19	0	-132	-118
MASSACHUSETTS	2,485	2,573	1,263	1,128	1,131	-1,357	3	-132	-1,442	-1,354
MICHIGAN	1,314	1,435	1,135	1,149	1,071	-165	-78	-64	-364	-243
MINNESOTA	570	542	503	474	435	-96	-39	-68	-107	-135
MISSISSIPPI	175	170	209	228	251	54	23	42	81	77
MISSOURI	661	518	496	430	409	-231	-21	-87	-109	-252
MONTANA	234	188	188	190	185	-44	-5	17	18	-49
NEBRASKA	180	304	195	187	202	7	15	7	-2	22
NEVADA	79	89	80	74	84	-5	10	4	-5	5
NEW HAMPSHIRE	275	392	235	257	324	-18	-33	-11	-68	-51
NEW JERSEY	1,435	1,681	1,457	1,428	1,392	-7	-36	-65	-289	-43
NEW MEXICO	197	180	159	156	200	-41	44	41	20	3
NEW YORK	4,134	2,707	2,428	2,081	2,209	-2,053	128	-219	-498	-1,925
NORTH CAROLINA	850	841	780	845	768	-5	-77	-12	-73	-82
NORTH DAKOTA	94	105	71	87	75	-7	-12	4	-30	-19
OHIO	1,174	1,025	985	1,023	1,005	-151	-18	20	-20	-169
OKLAHOMA	246	312	289	323	352	78	29	63	41	107
OREGON	503	444	528	599	571	97	-28	43	127	69
PENNSYLVANIA	3,316	2,585	2,556	2,318	2,138	-998	-180	-418	-427	-1,178
PUERTO RICO	177	252	306	1,217	1,779	1,040	562	1,473	1,527	1,602
RHODE ISLAND	127	76	67	61	62	-66	1	-5	-14	-65
SOUTH CAROLINA	959	799	802	576	527	-383	-49	-75	-272	-432
SOUTH DAKOTA	63	81	48	55	49	-8	-6	1	-32	-14
TENNESSEE	992	776	875	796	724	-196	-72	-151	-52	-268
TEXAS	1,571	1,750	1,471	1,465	1,628	-106	163	157	-122	58
UTAH	321	345	348	303	302	-18	-1	54	57	-19
VERMONT	32	31	93	85	124	53	39	31	94	92
VIRGINIA	1,528	1,809	1,681	1,642	1,860	114	218	179	251	332
WASHINGTON	949	562	385	418	398	-531	-20	33	-164	-551
WEST VIRGINIA	383	318	288	256	253	-97	-3	-35	-65	-100
WISCONSIN	575	487	458	414	451	-161	37	-5	-16	-124
WYOMING	191	197	61	48	47	-145	1	-14	-150	-144
AMERICAN SAMOA	4	5	4	5	3	1	-3	-2	-3	-2
GUAM	18	25	29	27	34	12	7	5	10	19
NORTHERN MARIANAS	-	1	3	2	2	-	0	-1	1	-
TRUST TERRITORIES	48	30	55	18	59	-30	41	4	21	12
VIRGIN ISLANDS	22	17	6	12	15	-10	3	9	-2	-7
BUR. OF INDIAN AFFAIRS	-	189	24	42	25	-	-17	1	-164	-
U.S. AND TERRITORIES	38,247	35,717	32,607	32,679	33,005	-5,568	326	398	-2,712	-5,242

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

DEAF-BLIND

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	-	-	57	63	63	-	0	6	-	-
ALASKA	-	-	14	12	24	-	12	10	-	-
ARIZONA	-	-	11	16	8	-	-8	-3	-	-
ARKANSAS	-	-	6	29	18	-	-11	12	-	-
CALIFORNIA	-	-	216	287	283	-	16	67	-	-
COLORADO	-	-	20	33	42	-	9	22	-	-
CONNECTICUT	-	-	1	1	0	-	-1	-1	-	-
DELAWARE	-	-	21	31	32	-	1	11	-	-
DISTRICT OF COLUMBIA	-	-	21	41	38	-	-3	17	-	-
FLORIDA	-	-	19	18	76	-	58	57	-	-
GEORGIA	-	-	58	38	31	-	-7	-27	-	-
HAWAII	-	-	22	24	23	-	-1	1	-	-
IDAHO	-	-	2	20	44	-	24	42	-	-
ILLINOIS	-	-	151	188	124	-	-64	-27	-	-
INDIANA	-	-	41	28	42	-	14	1	-	-
IOWA	-	-	43	39	53	-	14	10	-	-
KANSAS	-	-	48	39	57	-	18	9	-	-
KENTUCKY	-	-	106	183	125	-	-58	19	-	-
LOUISIANA	-	-	34	38	34	-	-4	0	-	-
MAINE	-	-	18	8	59	-	51	41	-	-
MARYLAND	-	-	33	38	34	-	-4	1	-	-
MASSACHUSETTS	-	-	277	283	282	-	-1	5	-	-
MICHIGAN	-	-	0	0	0	-	0	0	-	-
MINNESOTA	-	-	36	20	21	-	1	-15	-	-
MISSISSIPPI	-	-	8	14	31	-	17	23	-	-
MISSOURI	-	-	59	51	78	-	27	19	-	-
MONTANA	-	-	14	17	13	-	-4	-1	-	-
NEBRASKA	-	-	0	0	0	-	0	0	-	-
NEVADA	-	-	11	9	10	-	1	-1	-	-
NEW HAMPSHIRE	-	-	2	3	5	-	2	3	-	-
NEW JERSEY	-	-	96	80	89	-	9	-27	-	-
NEW MEXICO	-	-	47	46	6	-	-40	-41	-	-
NEW YORK	-	-	28	51	45	-	-6	17	-	-
NORTH CAROLINA	-	-	77	53	43	-	-10	-34	-	-
NORTH DAKOTA	-	-	13	15	24	-	9	11	-	-
OHIO	-	-	130	96	93	-	-3	-37	-	-
OKLAHOMA	-	-	35	35	33	-	-2	-2	-	-
OREGON	-	-	0	15	24	-	9	24	-	-
PENNSYLVANIA	-	-	4	8	11	-	3	7	-	-
PUERTO RICO	-	-	49	87	7	-	-80	-42	-	-
RHODE ISLAND	-	-	18	20	19	-	-1	3	-	-
SOUTH CAROLINA	-	-	11	18	25	-	7	14	-	-
SOUTH DAKOTA	-	-	12	3	13	-	10	1	-	-
TENNESSEE	-	-	15	9	11	-	2	-4	-	-
TEXAS	-	-	217	241	539	-	298	322	-	-
UTAH	-	-	11	23	25	-	2	14	-	-
VERMONT	-	-	5	18	11	-	-6	6	-	-
VIRGINIA	-	-	51	45	65	-	20	14	-	-
WASHINGTON	-	-	77	41	61	-	20	-16	-	-
WEST VIRGINIA	-	-	15	22	1	-	-21	-14	-	-
WISCONSIN	-	-	47	49	46	-	-3	-1	-	-
WYOMING	-	6	16	21	16	-	-5	0	10	-
AMERICAN SAMOA	-	-	0	4	4	-	0	4	-	-
GUAM	-	-	9	8	14	-	6	5	-	-
NORTHERN MARIANAS	-	-	1	1	1	-	0	0	-	-
TRUST TERRITORIES	-	-	5	23	28	-	5	23	-	-
VIRGIN ISLANDS	-	-	14	15	27	-	12	13	-	-
BUR. OF INDIAN AFFAIRS	-	-	0	0	2	-	2	2	-	-
U.S. AND TERRITORIES	-	6	2,350	2,576	2,913	-	337	563	2,907	-

(Continued)

Table F, Continued

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142
ANNUALLY SINCE SCHOOL YEAR 1976-1977

ALL CONDITIONS

STATE	NUMBER					CHANGES IN NUMBER SERVED				
	1976-77	1977-78	1978-79	1979-80	1980-81	1979-80 - 1976-77	1980-81 - 1979-80	1980-81 - 1978-79	1980-81 - 1977-78	1980-81 - 1976-77
ALABAMA	53,987	60,265	69,749	72,378	76,296	18,392	3,918	6,547	16,032	22,310
ALASKA	9,597	9,739	9,341	10,242	10,352	645	110	1,011	614	755
ARIZONA	43,045	41,624	45,814	48,303	51,302	5,258	2,999	5,388	9,678	8,157
ARKANSAS	28,487	34,741	40,345	45,027	49,096	16,541	4,069	8,751	14,355	20,610
CALIFORNIA	332,291	324,976	334,887	355,533	362,503	23,242	6,970	27,616	37,527	30,212
COLORADO	47,943	44,770	46,676	47,228	48,677	-715	1,449	2,001	3,907	734
CONNECTICUT	62,085	60,697	61,539	62,551	67,072	467	4,521	5,533	6,375	4,988
DELAWARE	14,307	14,054	13,679	14,434	14,416	128	-18	737	363	110
DISTRICT OF COLUMBIA	9,261	5,722	7,312	5,217	5,308	-4,044	1,091	-1,004	586	-2,953
FLORIDA	117,257	125,427	128,463	136,963	144,532	19,706	7,569	16,069	19,106	27,275
GEORGIA	85,209	86,491	97,786	101,847	111,981	16,638	10,134	14,195	25,491	26,772
HAWAII	10,544	11,005	11,002	11,382	12,018	838	636	1,016	1,013	1,474
IDAHO	14,573	17,396	17,544	18,066	16,833	3,494	-1,233	-711	-563	2,261
ILLINOIS	229,797	239,822	241,981	250,463	246,954	20,667	-3,509	4,973	7,432	17,158
INDIANA	87,644	85,380	96,836	98,818	98,916	11,174	98	2,080	13,557	11,272
IOWA	51,055	52,406	56,683	58,969	61,015	7,914	2,046	4,332	8,610	9,960
KANSAS	37,623	35,363	37,088	38,733	40,637	1,111	1,904	3,549	5,274	3,015
KENTUCKY	57,057	59,350	62,975	67,087	70,628	10,030	3,541	7,653	11,279	13,571
LOUISIANA	88,989	87,995	93,369	85,640	82,723	-1,349	-2,917	-10,646	-5,272	-4,266
MAINE	23,701	21,410	24,283	24,307	25,638	606	1,331	1,355	4,228	1,937
MARYLAND	84,184	87,636	88,571	93,763	98,682	9,580	4,919	10,111	11,047	14,499
MASSACHUSETTS	131,992	136,873	140,576	141,869	141,580	9,878	-289	1,004	4,708	9,589
MICHIGAN	153,113	154,448	155,363	155,385	155,988	2,273	603	625	1,540	2,876
MINNESOTA	72,136	74,087	79,329	82,346	80,744	10,211	-1,602	1,415	6,657	8,609
MISSISSIPPI	29,219	32,374	39,240	42,430	46,495	13,212	4,065	7,255	14,122	17,277
MISSOURI	94,387	90,580	99,542	98,134	101,076	3,747	2,942	1,534	10,496	6,689
MONTANA	8,610	10,444	12,549	12,781	13,424	4,172	643	875	2,980	4,815
NEBRASKA	25,270	27,443	31,252	30,386	30,740	5,116	354	-512	3,297	5,470
NEVADA	11,133	10,619	11,405	11,207	11,786	74	579	381	1,167	653
NEW HAMPSHIRE	9,918	10,302	10,850	12,627	12,525	2,711	-102	1,675	2,224	2,609
NEW JERSEY	148,077	150,046	151,992	149,578	158,469	4,501	8,891	6,477	8,423	13,392
NEW MEXICO	15,149	16,727	19,239	20,479	24,030	5,330	3,551	4,791	7,304	8,881
NEW YORK	240,250	233,264	208,906	218,587	230,093	-21,663	11,506	21,187	-3,171	-10,157
NORTH CAROLINA	98,035	97,807	108,197	114,894	119,018	16,859	4,124	10,821	21,212	20,983
NORTH DAKOTA	8,976	9,124	9,660	9,776	9,426	800	-350	-234	302	450
OHIO	168,314	176,453	190,989	201,352	207,875	33,038	6,523	16,886	31,423	39,561
OKLAHOMA	44,181	50,004	57,809	60,997	63,547	16,817	2,550	5,738	13,543	19,367
OREGON	37,258	36,316	41,260	44,145	44,809	6,887	664	3,549	8,494	7,551
PENNSYLVANIA	206,792	182,840	186,522	190,244	198,108	-16,548	7,864	11,586	15,268	-8,684
PUERTO RICO	11,200	15,330	19,968	21,035	25,333	9,835	4,298	5,365	10,003	14,133
RHODE ISLAND	15,971	14,092	14,328	16,071	17,577	101	1,506	3,249	3,486	1,607
SOUTH CAROLINA	72,357	71,144	70,336	71,466	69,973	-891	-1,493	-363	-1,171	-2,384
SOUTH DAKOTA	9,936	9,098	9,479	9,850	10,138	-86	288	659	1,041	202
TENNESSEE	99,251	96,378	93,054	93,004	95,168	-6,247	2,164	2,114	-1,210	-4,083
TEXAS	233,552	281,468	273,499	267,612	278,921	34,060	8,309	2,422	-2,547	42,369
UTAH	37,204	36,169	35,265	36,127	35,898	-1,077	-229	633	-271	-1,306
VERMONT	6,382	7,632	12,130	12,424	12,059	6,043	-365	-71	4,428	5,678
VIRGINIA	77,616	81,329	87,173	91,051	97,972	13,436	6,921	10,799	16,644	20,357
WASHINGTON	57,706	51,088	51,876	54,049	63,509	-3,696	9,460	11,633	12,421	5,803
WEST VIRGINIA	30,135	29,874	31,293	33,964	36,573	3,829	2,609	5,280	6,700	6,438
WISCONSIN	58,019	59,316	60,483	65,611	69,957	7,592	4,346	9,474	10,642	11,938
WYOMING	7,261	8,068	9,542	9,873	10,837	2,613	964	1,295	2,769	3,577
AMERICAN SAMOA	139	208	240	167	220	29	53	-20	13	82
GUAM	2,597	4,016	2,619	1,790	2,085	-807	295	-534	-1,931	-512
NORTHERN MARIANAS	-	17	65	58	154	-	96	89	137	-
TRUST TERRITORIES	1,120	1,243	1,480	1,742	1,917	623	175	437	675	798
VIRGIN ISLANDS	1,712	1,132	1,090	1,318	1,556	-394	238	466	424	-156
BUR. OF INDIAN AFFAIRS	-	3,998	4,550	4,839	4,630	-	-209	80	632	-
U.S. AND TERRITORIES	3,708,588	3,777,386	3,919,073	4,036,219	4,177,689	327,631	141,470	258,616	400,403	469,101

Appendix 3

Table A

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	15,143	188	8	8	2,377	1,288	141	11
ALASKA	2,835	80	38	-	184	115	20	1
ARIZONA	13,702	80	4	-	3,666	2,288	726	-
ARKANSAS	13,183	29	49	-	216	236	151	2
CALIFORNIA	99,021	897	167	65	4,238	19,136	2,637	667
COLORADO	10,469	1,759	95	9	2,338	6,043	22	655
CONNECTICUT	17,444	991	55	21	9,191	3,347	1,027	464
DELAWARE	2,783	0	0	140	1,955	558	188	117
DISTRICT OF COLUMBIA	1,896	0	74	0	0	498	696	0
FLORIDA	40,472	800	-	-	5,957	4,350	-	-
GEORGIA	28,193	1,134	89	0	14,038	1,978	140	72
HAWAII	166	842	-	-	200	91	47	-
IDAHO	4,300	30	0	0	1,024	307	142	0
ILLINOIS	66,017	4,089	1,886	19	12,807	10,089	7,641	191
INDIANA	46,194	2,785	0	83	532	1,476	7	186
IOWA	12,506	442	-	3,806	1,546	1,987	146	39
KANSAS	8,189	0	0	10	749	1,186	422	280
KENTUCKY	24,647	89	90	19	915	838	336	211
LOUISIANA	19,510	353	-	-	1,224	2,398	812	378
MAINE	5,861	182	0	72	3,052	316	238	101
MARYLAND	27,888	2,717	1,086	87	986	787	2,497	548
MASSACHUSETTS	30,290	5,836	2,252	484	18,078	3,421	1,347	301
MICHIGAN	51,387	1,300	26	1,419	8,820	7,006	1,776	77
MINNESOTA	22,095	1,083	51	19	1,899	1,089	990	122
MISSISSIPPI	12,573	624	188	3	121	120	39	11
MISSOURI	33,871	1,093	45	2	4,070	2,907	300	24
MONTANA	4,610	19	0	0	370	134	117	0
NEBRASKA	10,529	19	0	0	198	1,107	237	0
NEVADA	3,243	89	0	0	158	162	8	2
NEW HAMPSHIRE	1,552	86	48	39	378	119	205	24
NEW JERSEY	55,583	3,660	882	244	3,513	5,083	3,580	333
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	40,946	194	0	9	5,354	31,183	3,119	752
NORTH CAROLINA	27,546	902	3	36	1,993	1,954	162	938
NORTH DAKOTA	2,957	306	0	0	70	106	56	0
OHIO	64,137	813	157	453	251	1,853	1,758	1,039
OKLAHOMA	18,883	79	0	153	184	384	1	9
OREGON	12,548	432	6	335	1,358	656	81	68
PENNSYLVANIA	25,854	27,041	8,491	1,180	3,453	3,820	1,030	185
PUERTO RICO	1	351	491	129	-	320	1,163	55
RHODE ISLAND	4,034	25	25	2	708	288	249	36
SOUTH CAROLINA	22,987	104	-	-	3,536	2,101	66	52
SOUTH DAKOTA	4,532	967	3	-	80	128	52	7
TENNESSEE	34,950	70	105	35	1,750	785	1,042	149
TEXAS	81,599	1,738	815	19	7,924	3,355	3,202	1,739
UTAH	7,936	45	103	8	6,822	1,061	452	185
VERMONT	3,107	17	26	0	255	13	120	20
VIRGINIA	38,114	884	5	285	1,377	3,742	2,403	208
WASHINGTON	11,437	257	42	-	1,333	3,340	264	10
WEST VIRGINIA	10,274	36	84	27	358	403	59	5
WISCONSIN	18,234	0	0	0	70	7,321	121	0
WYOMING	2,220	24	379	245	61	241	15	37
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	268	70	0	-	2	96	0	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	40	268	-	-	-	-	-	7
BUR. OF INDIAN AFFAIRS	837	48	-	-	288	30	-	-
U.S. AND TERRITORIES	1,117,880	64,793	17,324	9,402	140,873	141,084	42,090	10,363

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	16,743	571	3	3	8,404	36,894	77	83
ALASKA	5,483	431	41	-	485	275	207	1
ARIZONA	24,316	3,717	84	-	2,424	5,248	385	-
ARKANSAS	17,542	499	89	10	12,876	3,663	4,263	11
CALIFORNIA	97,534	32,197	1,237	211	1,161	38,077	200	122
COLORADO	3,079	23,290	[illegible]	3	225	5,785	927	392
CONNECTICUT	26,274	3,807	301	80	2,368	5,068	410	133
DELAWARE	5,332	1,197	0	18	1,299	1,300	0	30
DISTRICT OF COLUMBIA	0	1,204	327	0	0	138	824	0
FLORIDA	40,951	6,878	-	-	6,173	14,186	-	-
GEORGIA	29,087	2,042	19	416	18,036	13,450	390	51
HAWAII	3,014	3,939	16	-	963	951	217	-
IDAHO	6,085	2,264	34	0	95	3,026	1,272	33
ILLINOIS	59,561	18,212	1,409	34	16,942	19,758	8,059	20
INDIANA	14,413	4,882	0	8	3,395	24,008	5	709
IOWA	22,519	2,896	-	98	2,886	9,963	403	107
KANSAS	11,558	1,894	50	6	621	7,060	958	36
KENTUCKY	13,039	1,604	213	11	13,314	9,989	952	125
LOUISIANA	22,985	9,854	442	226	3,788	15,563	7,345	989
MAINE	7,024	133	3	89	4,640	584	862	105
MARYLAND	41,175	11,525	1,989	20	2,481	5,730	4,786	17
MASSACHUSETTS	26,536	5,036	1,881	411	20,208	3,824	1,476	311
MICHIGAN	34,133	9,137	8	86	8,068	20,087	1,252	95
MINNESOTA	33,383	1,545	240	33	7,370	6,283	1,447	36
MISSISSIPPI	7,759	678	20	-	8,620	7,073	1,005	129
MISSOURI	32,005	3,905	38	63	6,668	14,917	2,971	82
MONTANA	6,025	582	9	0	889	937	101	0
NEBRASKA	9,952	0	0	0	4,716	2,080	224	0
NEVADA	5,288	310	0	58	358	382	326	112
NEW HAMPSHIRE	6,030	392	152	28	1,170	481	341	84
NEW JERSEY	28,389	15,196	1,552	184	1,473	11,534	1,898	198
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	25,589	3,489	0	0	3,715	35,942	2,527	80
NORTH CAROLINA	34,822	2,239	-	7	30,254	9,889	2,716	175
NORTH DAKOTA	3,408	15	0	0	133	1,829	198	0
OHIO	82,422	14,429	30	84	967	30,906	11,497	900
OKLAHOMA	24,334	670	7	24	8,037	8,366	1,308	38
OREGON	17,723	1,042	84	255	1,903	2,488	119	31
PENNSYLVANIA	15,368	15,118	4,042	691	15,377	15,178	4,152	690
PUERTO RICO	115	2,039	425	42	18	7,649	2,100	835
RHODE ISLAND	9,035	1,115	129	13	584	1,017	276	5
SOUTH CAROLINA	16,215	1,498	21	-	18,170	9,531	185	180
SOUTH DAKOTA	2,360	279	33	-	328	525	196	6
TENNESSEE	32,023	2,290	347	36	17,311	6,903	3,313	83
TEXAS	141,378	12,229	2,362	217	13,275	11,786	4,661	82
UTAH	12,164	867	33	5	1,022	1,802	787	76
VERMONT	4,431	13	34	0	1,908	1,370	39	0
VIRGINIA	23,893	6,961	317	143	3,474	14,918	842	137
WASHINGTON	12,370	7,871	95	1	1,287	7,868	503	6
WEST VIRGINIA	9,907	989	25	20	5,997	5,000	1,995	97
WISCONSIN	33,357	23	0	0	97	13,702	749	0
WYOMING	497	902	93	141	368	478	133	28
AMERICAN SAMOA	70	70	3	0	0	39	0	9
GUAM	300	-	0	-	852	-	99	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	901	89	-
BUR. OF INDIAN AFFAIRS	1,783	838	-	-	445	173	303	-
U.S. AND TERRITORIES	1,119,887	239,073	17,998	3,898	383,183	483,894	80,988	8,938

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	103	7	0	493	322	305	1	50
ALASKA	51	38	7	3	87	37	27	3
ARIZONA	16	-	5	1,443	372	116	40	-
ARKANSAS	113	-	57	161	159	8	213	17
CALIFORNIA	26,342	6,103	100	2,112	7,864	5,949	5	419
COLORADO	-	-	-	-	172	275	103	445
CONNECTICUT	852	258	129	119	366	152	43	59
DELAWARE	16	0	0	0	26	211	0	3
DISTRICT OF COLUMBIA	0	0	107	182	0	0	233	342
FLORIDA	-	-	-	1,499	961	1,087	-	-
GEORGIA	75	189	5	3,172	487	150	7	64
HAWAII	87	102	64	-	-	0	-	-
IDAHO	159	33	0	33	342	73	24	7
ILLINOIS	1,201	333	175	513	957	1,409	1,549	193
INDIANA	8	60	0	526	224	582	0	35
IOWA	-	-	3	-	325	285	-	89
KANSAS	-	-	-	-	62	83	284	906
KENTUCKY	164	81	41	737	900	135	86	232
LOUISIANA	256	117	41	-	85	411	180	2
MAINE	134	36	81	110	193	98	36	87
MARYLAND	117	11	45	2,787	209	82	510	923
MASSACHUSETTS	4,254	902	307	85	213	39	16	3
MICHIGAN	-	-	-	-	1,635	1,787	610	131
MINNESOTA	792	92	43	774	816	297	94	40
MISSISSIPPI	-	-	-	-	67	199	25	180
MISSOURI	2,089	334	151	382	887	644	95	44
MONTANA	15	32	0	214	40	35	0	114
NEBRASKA	-	-	-	-	159	302	0	0
NEVADA	1	0	0	78	131	10	40	7
NEW HAMPSHIRE	188	11	15	6	138	4	28	4
NEW JERSEY	888	635	47	344	278	469	431	20
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,390	27,268	3,336	1,710	454	3,812	653	887
NORTH CAROLINA	480	77	69	491	488	357	224	90
NORTH DAKOTA	0	0	0	85	10	72	39	5
OHIO	-	-	-	-	189	1,205	542	1,626
OKLAHOMA	257	36	3	56	146	136	3	40
OREGON	350	10	25	198	504	164	30	87
PENNSYLVANIA	328	340	107	14	631	697	250	28
PUERTO RICO	-	135	300	24	-	444	354	80
RHODE ISLAND	38	3	6	308	111	35	38	5
SOUTH CAROLINA	14	42	1	124	303	441	10	352
SOUTH DAKOTA	2	13	-	28	19	33	78	10
TENNESSEE	186	14	26	2,956	988	387	405	848
TEXAS	1,779	996	693	4,121	1,188	705	914	1,310
UTAH	81	34	16	6	103	111	79	3
VERMONT	118	13	29	0	251	13	19	0
VIRGINIA	24	11	1,451	535	188	373	384	90
WASHINGTON	482	749	31	93	306	408	15	10
WEST VIRGINIA	139	38	13	684	128	117	83	30
WISCONSIN	164	0	0	482	905	0	0	0
WYOMING	13	18	55	3	37	9	87	28
AMERICAN SAMOA	0	1	0	0	0	3	0	0
GUAM	-	-	0	-	1	-	0	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	22	8	-	2	30	9	-	-
U.S. AND TERRITORIES	48,302	38,858	7,884	27,153	24,176	34,831	8,795	9,838

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	MULTI-HANDICAPPED				HARD OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	25	915	16	42	353	321	344	4
ALASKA	6	-	57	-	136	116	12	2
ARIZONA	188	406	414	-	526	94	454	-
ARKANSAS	190	176	308	5	408	65	349	-
CALIFORNIA	-	-	-	-	1,054	4,658	17	16
COLORADO	80	789	393	15	373	495	140	2
CONNECTICUT	-	-	-	-	969	185	192	6
DELAWARE	13	26	0	5	35	136	0	10
DISTRICT OF COLUMBIA	0	0	81	31	0	18	7	0
FLORIDA	-	1,191	-	-	-	1,436	-	-
GEORGIA	231	854	54	21	989	520	338	130
HAWAII	-	134	20	-	177	130	105	-
IDAHO	0	318	67	0	81	152	140	0
ILLINOIS	104	483	317	9	853	2,362	298	2
INDIANA	17	867	95	180	254	618	515	43
IOWA	-	638	21	11	356	387	274	57
KANSAS	0	341	0	0	214	250	347	3
KENTUCKY	336	444	377	81	282	216	709	15
LOUISIANA	89	611	219	-	218	988	523	-
MAINE	690	183	0	30	293	84	142	13
MARYLAND	226	147	2,288	45	1,109	347	774	31
MASSACHUSETTS	214	42	1	5	4,893	936	341	75
MICHIGAN	2	1,086	312	33	1,328	1,926	5	23
MINNESOTA	-	-	-	-	1,037	391	233	2
MISSISSIPPI	12	89	65	40	137	77	136	14
MISSOURI	-	-	-	-	1,723	484	247	2
MONTANA	879	130	22	0	158	22	140	0
NEBRASKA	0	326	0	0	80	291	178	0
NEVADA	14	16	220	13	121	120	0	8
NEW HAMPSHIRE	48	32	80	7	170	13	65	3
NEW JERSEY	76	1,883	840	67	439	692	581	24
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	1,891	835	1,486	2
NORTH CAROLINA	336	573	188	81	1,232	262	1,140	38
NORTH DAKOTA	-	-	-	-	67	120	75	0
OHIO	354	1,293	230	215	560	1,672	498	50
OKLAHOMA	123	480	5	52	272	286	198	9
OREGON	108	317	30	2	804	204	144	6
PENNSYLVANIA	129	149	80	5	1,446	1,570	558	83
PUERTO RICO	-	84	956	330	5	776	453	124
RHODE ISLAND	27	15	43	1	88	23	118	3
SOUTH CAROLINA	73	189	9	18	417	360	13	2
SOUTH DAKOTA	39	122	80	3	249	13	95	14
TENNESSEE	394	944	552	79	1,685	933	688	9
TEXAS	13,708	8,623	2,818	402	1,847	1,194	864	20
UTAH	19	48	974	82	288	52	382	70
VERMONT	127	0	0	0	306	26	103	0
VIRGINIA	16	1,634	1,301	212	692	673	958	15
WASHINGTON	4	679	39	1	321	792	3	-
WEST VIRGINIA	14	74	13	96	192	120	300	13
WISCONSIN	0	823	0	0	84	904	242	0
WYOMING	43	0	130	0	194	19	6	6
AMERICAN SAMOA	0	18	0	0	3	22	0	0
GUAM	-	-	94	4	113	80	0	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	64	-	-
BUR. OF INDIAN AFFAIRS	173	70	101	-	107	9	2	-
U.S. AND TERRITORIES	18,638	34,702	13,883	2,123	30,627	28,681	18,384	929

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	VISUALLY HANDICAPPED				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	357	61	123	3	4	15	22	0
ALASKA	71	5	26	2	-	-	15	-
ARIZONA	237	6	98	-	-	-	11	-
ARKANSAS	145	3	191	3	5	1	-	-
CALIFORNIA	1,294	1,260	7	11	12	197	2	3
COLORADO	241	63	49	9	1	11	16	16
CONNECTICUT	288	23	28	3	-	-	-	-
DELAWARE	91	29	24	14	6	38	0	0
DISTRICT OF COLUMBIA	42	15	30	0	0	0	32	8
FLORIDA	575	149	-	-	1	63	-	-
GEORGIA	196	73	111	2	6	32	46	2
HAWAII	24	20	7	-	-	14	9	-
IDAHO	82	30	91	0	0	5	31	0
ILLINOIS	878	482	124	1	38	42	32	0
INDIANA	311	97	185	29	27	21	2	0
IOWA	141	78	82	29	-	24	15	-
KANSAS	155	31	64	1	3	0	102	8
KENTUCKY	294	30	214	4	76	20	16	4
LOUISIANA	288	142	196	2	-	13	93	-
MAINE	110	35	20	28	0	8	0	0
MARYLAND	435	13	306	8	7	1	27	0
MASSACHUSETTS	850	161	62	14	213	40	15	3
MICHIGAN	789	319	30	20	0	0	0	0
MINNESOTA	389	49	6	3	1	1	42	0
MISSISSIPPI	63	20	49	3	-	4	5	2
MISSOURI	899	127	137	3	-	-	-	-
MONTANA	52	6	141	0	1	0	12	0
NEBRASKA	123	14	50	0	-	-	-	-
NEVADA	51	7	0	9	-	-	-	-
NEW HAMPSHIRE	120	4	6	1	2	0	2	0
NEW JERSEY	192	39	18	1	916	38	15	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,240	283	234	7	-	-	-	-
NORTH CAROLINA	841	31	256	6	1	2	7	11
NORTH DAKOTA	17	38	28	1	0	0	16	0
OHIO	1,498	473	176	12	-	-	-	-
OKLAHOMA	160	41	111	5	2	28	2	2
OREGON	286	8	10	1	-	-	-	-
PENNSYLVANIA	791	821	253	35	91	90	24	5
PUERTO RICO	-	79	1,030	35	-	55	499	46
RHODE ISLAND	40	4	11	3	2	-	6	-
SOUTH CAROLINA	425	37	4	-	1	16	2	2
SOUTH DAKOTA	15	4	27	-	-	-	5	-
TENNESSEE	648	54	254	19	0	10	13	0
TEXAS	1,098	202	88	9	14	38	127	5
UTAH	150	10	148	63	1	0	21	1
VERMONT	73	13	6	0	4	13	0	0
VIRGINIA	333	40	1,390	23	40	12	61	0
WASHINGTON	196	106	1	1	1	12	2	-
WEST VIRGINIA	130	23	115	13	1	0	10	0
WISCONSIN	14	228	135	0	0	0	30	0
WYOMING	17	15	4	0	0	0	1	0
AMERICAN SAMOA	0	5	0	0	0	4	0	0
GUAM	41	-	6	-	-	-	10	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	32	6	4	-	-	-	-	-
U.S. AND TERRITORIES	17,329	5,970	6,848	433	1,477	868	1,400	118

(Continued)

Table A, Continued

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	43,631	30,430	735	677
ALASKA	8,978	1,097	450	12
ARIZONA	45,425	11,933	2,191	1,443
ARKANSAS	44,837	4,680	5,647	209
CALIFORNIA	239,120	108,474	4,372	3,626
COLORADO	16,958	38,580	1,796	1,546
CONNECTICUT	57,119	13,221	2,096	885
DELAWARE	11,526	3,495	222	337
DISTRICT OF COLUMBIA	1,938	1,863	2,381	553
FLORIDA	94,690	29,910	-	1,499
GEORGIA	91,278	20,402	1,179	3,000
HAWAII	4,631	6,223	485	-
IDAHO	11,998	6,138	1,801	73
ILLINOIS	159,356	57,199	21,490	982
INDIANA	65,375	35,345	809	1,779
IOWA	40,048	16,390	944	4,196
KANSAS	21,551	10,845	1,807	1,150
KENTUCKY	53,466	13,396	3,034	1,439
LOUISIANA	48,391	26,030	9,811	1,197
MAINE	21,957	1,606	1,182	605
MARYLAND	74,193	21,360	14,161	4,444
MASSACHUSETTS	105,746	20,137	7,714	1,642
MICHIGAN	106,142	42,588	4,019	1,884
MINNESOTA	67,442	10,770	3,146	1,028
MISSISSIPPI	29,352	8,824	1,532	362
MISSOURI	81,792	24,011	3,948	502
MONTANA	12,739	1,897	542	328
NEBRASKA	25,727	4,109	686	0
NEVADA	9,365	1,076	594	287
NEW HAMPSHIRE	9,770	1,022	942	166
NEW JERSEY	91,528	38,899	9,444	1,395
NEW MEXICO	-	-	-	-
NEW YORK	83,579	103,004	11,335	3,447
NORTH CAROLINA	97,792	15,686	4,744	1,871
NORTH DAKOTA	8,662	2,486	410	71
OHIO	120,378	72,444	14,876	4,379
OKLAHOMA	50,378	8,456	1,638	388
OREGON	35,381	5,321	529	993
PENNSYLVANIA	63,268	64,524	18,964	2,836
PUERTO RICO	136	11,932	7,771	1,700
RHODE ISLAND	14,655	2,525	901	376
SOUTH CAROLINA	60,111	14,319	311	710
SOUTH DAKOTA	7,624	1,684	557	68
TENNESSEE	89,943	12,000	6,745	3,854
TEXAS	263,187	37,536	16,244	7,904
UTAH	28,586	3,730	2,953	456
VERMONT	10,157	1,491	376	20
VIRGINIA	68,108	28,228	8,624	1,645
WASHINGTON	27,740	22,080	965	122
WEST VIRGINIA	25,798	6,380	2,177	905
WISCONSIN	40,855	22,799	1,277	462
WYOMING	3,350	1,603	873	488
AMERICAN SAMOA	73	183	3	9
GUAM	1,477	186	209	4
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	40	933	69	7
BUR. OF INDIAN AFFAIRS	3,665	862	310	2
U.S. AND TERRITORIES	2,799,012	1,052,322	212,021	70,893

Table B

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	1,329	16	0	0	152	8	5	0
ALASKA	268	36	18	0	7	12	5	0
ARIZONA	1,485	5	4	0	44	9	3	0
ARKANSAS	2,475	0	33	0	14	0	1	0
CALIFORNIA	13,084	333	85	40	111	140	33	9
COLORADO	123	200	30	8	8	40	7	11
CONNECTICUT	2,678	321	22	13	181	124	34	4
DELAWARE	387	0	0	139	14	39	0	9
DISTRICT OF COLUMBIA	0	0	5	0	0	35	8	0
FLORIDA	4,559	120	0	0	17	88	0	0
GEORGIA	3,705	195	1	0	379	157	6	23
HAWAII	3	4	0	0	1	5	0	0
IDAHO	18	18	0	0	58	14	17	0
ILLINOIS	10,509	2,320	850	6	232	700	309	4
INDIANA	2,294	220	0	78	8	78	0	17
IOWA	0	388	0	3,805	0	111	0	30
KANSAS	722	0	0	0	0	26	18	20
KENTUCKY	3,576	13	87	8	47	13	78	1
LOUISIANA	0	218	0	0	14	3	64	40
MAINE	480	133	0	24	18	66	7	14
MARYLAND	2,586	284	348	89	4	2	70	1
MASSACHUSETTS	245	771	85	11	488	452	49	7
MICHIGAN	7,939	789	26	430	81	591	45	2
MINNESOTA	3,907	1,018	49	19	97	70	11	0
MISSISSIPPI	509	157	167	3	0	0	1	0
MISSOURI	3,387	109	4	0	122	75	9	1
MONTANA	480	2	0	0	37	13	12	0
NEBRASKA	1,605	19	0	0	0	18	2	0
NEVADA	209	4	0	0	1	0	0	0
NEW HAMPSHIRE	253	14	24	26	3	24	1	0
NEW JERSEY	5,642	652	89	22	13	42	25	1
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,342	16	0	1	82	361	36	9
NORTH CAROLINA	3,068	150	1	36	20	35	5	577
NORTH DAKOTA	0	308	0	0	0	11	0	0
OHIO	0	0	0	0	195	0	0	0
OKLAHOMA	3,810	18	0	31	5	10	0	0
OREGON	638	92	4	37	23	49	2	1
PENNSYLVANIA	554	2,317	2,186	0	48	191	178	0
PUERTO RICO	0	47	200	0	0	22	10	0
RHODE ISLAND	256	0	0	0	19	0	0	0
SOUTH CAROLINA	2,887	29	0	0	14	19	0	3
SOUTH DAKOTA	489	549	3	0	0	4	0	0
TENNESSEE	1,748	10	51	29	105	19	10	1
TEXAS	18,385	1,483	480	12	78	138	85	65
UTAH	736	28	22	1	90	37	29	1
VERMONT	292	17	0	0	6	13	0	0
VIRGINIA	3,884	344	2	284	5	252	41	2
WASHINGTON	937	23	36	0	4	27	14	0
WEST VIRGINIA	781	10	15	27	1	3	2	0
WISCONSIN	4,990	0	0	0	70	102	4	0
WYOMING	0	0	379	0	0	0	15	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	35	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	62	18	0	0	1	0	0	0
U.S. AND TERRITORIES	115,005	13,805	5,284	5,157	3,791	4,327	1,249	853

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	11	2	0	0	42	131	3	3
ALASKA	256	11	40	0	14	14	30	0
ARIZONA	84	37	7	0	48	81	37	0
ARKANSAS	81	0	1	0	152	34	530	1
CALIFORNIA	357	1,148	23	14	67	1,787	12	42
COLORADO	29	194	18	1	4	44	295	20
CONNECTICUT	403	144	5	0	96	186	42	55
DELAWARE	43	66	0	0	31	154	0	4
DISTRICT OF COLUMBIA	0	0	0	0	0	0	21	0
FLORIDA	50	95	0	0	0	167	0	0
GEORGIA	185	89	0	0	254	201	10	8
HAWAII	13	70	3	0	4	27	6	0
IDAHO	180	174	34	0	18	640	114	6
ILLINOIS	841	1,500	190	14	167	633	717	1
INDIANA	140	80	0	6	105	838	0	88
IOWA	0	234	0	54	0	858	0	97
KANSAS	53	25	19	1	0	60	37	1
KENTUCKY	79	0	180	0	179	188	180	0
LOUISIANA	83	125	36	0	10	423	880	39
MAINE	118	36	0	7	10	151	28	7
MARYLAND	401	50	111	7	49	18	218	7
MASSACHUSETTS	635	884	73	10	521	505	58	7
MICHIGAN	154	509	5	8	85	1,129	71	24
MINNESOTA	436	421	8	1	132	502	55	2
MISSISSIPPI	159	1	0	0	107	318	141	10
MISSOURI	640	78	1	1	133	298	59	2
MONTANA	0	88	0	0	88	94	10	0
NEBRASKA	135	0	0	0	0	274	5	0
NEVADA	18	0	0	0	1	3	17	38
NEW HAMPSHIRE	31	4	3	0	19	4	14	0
NEW JERSEY	137	345	33	5	52	174	91	10
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	208	28	0	0	115	1,115	78	2
NORTH CAROLINA	700	20	0	6	105	134	91	13
NORTH DAKOTA	60	0	0	0	0	173	10	0
OHIO	8,855	0	0	0	0	0	0	0
OKLAHOMA	228	7	0	0	100	105	0	1
OREGON	176	47	1	16	27	56	8	0
PENNSYLVANIA	61	257	240	0	106	351	359	0
PUERTO RICO	0	5	10	0	0	51	50	0
RHODE ISLAND	174	1	1	0	64	2	5	1
SOUTH CAROLINA	17	1	0	0	85	80	16	80
SOUTH DAKOTA	8	61	0	0	3	34	2	0
TENNESSEE	1,921	48	17	2	1,385	828	696	9
TEXAS	1,982	2,124	467	4	196	814	408	4
UTAH	134	21	9	4	45	64	94	10
VERMONT	197	13	0	0	284	13	21	0
VIRGINIA	72	138	2	134	14	339	27	102
WASHINGTON	25	89	28	0	12	359	82	0
WEST VIRGINIA	3	5	0	6	8	27	45	33
WISCONSIN	189	0	0	0	57	117	30	0
WYOMING	0	0	93	0	0	0	23	0
AMERICAN SAMOA	0	11	0	0	0	9	0	1
GUAM	0	0	0	0	1	0	3	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	0	0	0	0
BUR. OF INDIAN AFFAIRS	14	9	0	0	6	7	15	0
U.S. AND TERRITORIES	20,726	9,001	1,636	301	4,981	14,372	5,422	729

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	2	1	0	10	11	10	0	2
ALASKA	1	3	7	1	4	5	15	0
ARIZONA	16	0	0	4	43	10	7	0
ARKANSAS	16	0	0	0	21	0	10	0
CALIFORNIA	582	237	5	29	75	1,372	2	10
COLORADO	-	-	-	-	4	47	33	0
CONNECTICUT	56	86	19	8	34	34	8	10
DELAWARE	0	0	0	0	0	33	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	8	5
FLORIDA	0	0	0	78	85	129	0	0
GEORGIA	15	19	0	14	54	18	0	0
HAWAII	0	3	4	0	0	0	0	0
IDAHO	21	6	0	6	36	4	6	3
ILLINOIS	109	202	39	7	87	308	307	13
INDIANA	4	20	0	16	7	92	0	17
IOWA	0	0	0	0	0	108	0	71
KANSAS	-	-	-	-	1	4	197	11
KENTUCKY	116	2	26	9	119	4	63	14
LOUISIANA	0	37	3	0	14	83	15	0
MAINE	26	8	10	16	18	44	8	5
MARYLAND	12	4	6	25	28	6	108	19
MASSACHUSETTS	110	106	11	1	5	5	1	0
MICHIGAN	-	-	-	-	69	640	88	38
MINNESOTA	31	26	3	12	77	114	14	2
MISSISSIPPI	-	-	-	-	1	33	10	3
MISSOURI	238	37	17	31	62	58	5	4
MONTANA	1	2	0	0	4	3	0	0
NEBRASKA	-	-	-	-	0	86	0	0
NEVADA	0	0	0	0	0	0	4	0
NEW HAMPSHIRE	17	3	5	3	20	0	7	0
NEW JERSEY	34	10	1	4	8	74	28	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	135	836	102	52	34	285	49	66
NORTH CAROLINA	11	5	8	7	49	3	53	13
NORTH DAKOTA	0	0	0	0	0	30	0	0
OHIO	-	-	-	-	0	0	0	0
OKLAHOMA	22	3	0	5	24	28	1	8
OREGON	9	2	0	3	15	35	12	31
PENNSYLVANIA	7	28	28	0	25	106	99	0
PUERTO RICO	0	16	50	0	0	24	50	0
RHODE ISLAND	2	0	1	0	18	0	1	0
SOUTH CAROLINA	2	0	0	2	5	23	1	5
SOUTH DAKOTA	0	0	0	0	1	30	8	2
TENNESSEE	2	2	0	961	20	20	57	68
TEXAS	56	207	98	217	103	259	148	92
UTAH	6	6	1	6	9	14	9	3
VERMONT	2	13	0	0	86	13	0	0
VIRGINIA	0	9	483	69	10	108	183	25
WASHINGTON	5	57	8	1	22	89	12	0
WEST VIRGINIA	1	3	0	10	3	13	17	12
WISCONSIN	184	0	0	2	341	0	0	0
WYOMING	0	0	7	0	0	0	12	0
AMERICAN SAMOA	0	0	0	0	0	1	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	4	1	0	0	2	0	0	0
U.S. AND TERRITORIES	1,825	1,970	930	1,809	1,613	4,404	1,856	851

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	MULTI-HANDICAPPED				HARD OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	2	105	1	4	22	42	54	0
ALASKA	1	0	15	0	8	21	8	0
ARIZONA	25	42	26	0	17	6	83	0
ARKANSAS	51	3	3	3	51	16	57	0
CALIFORNIA	-	-	-	-	31	640	0	6
COLORADO	16	135	110	12	3	50	9	1
CONNECTICUT	-	-	-	-	36	50	30	0
DELAWARE	7	3	0	5	6	18	0	4
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	0	91	0	0	0	172	0	0
GEORGIA	87	102	8	13	125	75	12	1
HAWAII	0	23	6	0	1	4	0	0
IDAHO	0	40	14	0	11	38	14	0
ILLINOIS	17	212	84	3	48	327	40	0
INDIANA	2	214	19	84	9	82	21	4
IOWA	0	80	0	4	0	91	0	51
KANSAS	0	43	0	0	6	50	19	1
KENTUCKY	81	23	84	5	101	11	83	0
LOUISIANA	39	118	18	0	0	108	41	0
MAINE	50	33	0	3	13	28	2	2
MARYLAND	87	11	199	17	39	45	46	29
MASSACHUSETTS	6	6	1	1	128	122	13	2
MICHIGAN	1	181	24	3	43	282	3	7
MINNESOTA	-	-	-	-	100	133	9	0
MISSISSIPPI	0	5	9	2	1	2	5	0
MISSOURI	-	-	-	-	122	37	20	0
MONTANA	6	13	3	0	17	2	14	0
NEBRASKA	0	25	0	0	0	37	15	0
NEVADA	0	2	98	0	1	8	0	0
NEW HAMPSHIRE	8	3	14	3	16	2	1	2
NEW JERSEY	21	224	40	15	13	80	15	2
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	111	58	103	0
NORTH CAROLINA	26	64	29	2	51	40	131	4
NORTH DAKOTA	-	-	-	-	0	13	2	0
OHIO	329	0	0	0	52	0	0	0
OKLAHOMA	55	205	2	23	46	32	1	1
OREGON	32	8	8	0	28	16	20	5
PENNSYLVANIA	8	32	30	0	51	207	206	0
PUERTO RICO	0	0	88	0	0	48	12	0
RHODE ISLAND	16	0	4	0	11	1	1	0
SOUTH CAROLINA	1	12	0	11	8	49	0	0
SOUTH DAKOTA	1	58	2	1	4	11	2	0
TENNESSEE	32	112	116	9	102	73	76	3
TEXAS	674	1,412	494	42	88	209	168	3
UTAH	3	2	111	10	5	14	52	20
VERMONT	0	0	0	0	4	28	0	0
VIRGINIA	1	385	244	134	24	186	43	15
WASHINGTON	1	117	19	0	1	112	2	0
WEST VIRGINIA	0	23	9	31	12	17	8	0
WISCONSIN	0	104	0	0	54	91	24	0
WYOMING	0	0	73	0	0	0	6	0
AMERICAN SAMOA	0	3	0	0	0	4	0	0
GUAM	0	0	18	0	4	4	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	2	30	0	0	0	0	0
U.S. AND TERRITORIES	1,848	4,378	1,999	440	1,822	3,767	1,489	183

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	VISUALLY HANDICAPPED				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	6	1	3	0	1	0	1	0
ALASKA	2	3	19	0	0	0	0	0
ARIZONA	13	0	17	0	0	0	2	0
ARKANSAS	18	0	10	0	1	0	0	0
CALIFORNIA	48	98	4	7	0	21	0	3
COLORADO	7	8	5	0	0	4	5	4
CONNECTICUT	9	2	10	0	-	-	-	-
DELAWARE	5	4	0	8	6	4	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	19	22	0	0	0	1	0	0
GEORGIA	85	12	0	0	0	1	0	0
HAWAII	0	1	1	0	0	1	2	0
IDAHO	8	6	9	0	0	0	2	0
ILLINOIS	35	80	23	0	3	17	8	0
INDIANA	6	11	11	4	0	0	0	0
IOWA	0	21	0	28	0	0	0	0
KANSAS	1	2	0	0	2	0	77	0
KENTUCKY	30	0	2	1	6	0	0	0
LOUISIANA	81	33	13	0	0	0	8	0
MAINE	4	9	0	7	0	1	0	0
MARYLAND	11	1	26	4	3	0	1	0
MASSACHUSETTS	22	21	3	1	5	5	1	0
MICHIGAN	41	64	7	18	0	0	0	0
MINNESOTA	28	23	1	0	0	0	2	0
MISSISSIPPI	1	0	3	1	0	0	0	0
MISSOURI	56	10	11	1	-	-	-	-
MONTANA	3	1	14	0	0	0	1	0
NEBRASKA	13	6	2	0	-	-	-	-
NEVADA	0	6	0	0	-	-	-	-
NEW HAMPSHIRE	12	3	0	0	0	0	1	0
NEW JERSEY	6	3	0	0	0	1	0	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	46	10	9	0	-	-	-	-
NORTH CAROLINA	20	2	1	0	0	0	0	0
NORTH DAKOTA	0	12	4	0	0	0	0	0
OHIO	1,113	0	0	0	-	-	-	-
OKLAHOMA	15	6	0	0	1	11	1	1
OREGON	21	2	3	1	-	-	-	-
PENNSYLVANIA	15	63	59	0	0	1	0	0
PUERTO RICO	0	5	20	0	0	7	9	0
RHODE ISLAND	2	0	0	0	0	0	0	0
SOUTH CAROLINA	3	7	0	0	0	0	0	0
SOUTH DAKOTA	0	2	2	0	0	0	0	0
TENNESSEE	19	6	5	10	0	8	3	0
TEXAS	82	120	46	1	5	14	38	5
UTAH	9	3	13	15	0	0	7	0
VERMONT	6	13	0	0	0	13	0	0
VIRGINIA	133	24	303	21	2	3	18	0
WASHINGTON	11	19	0	1	0	0	0	0
WEST VIRGINIA	8	2	2	0	0	0	0	0
WISCONSIN	14	19	11	0	0	0	3	0
WYOMING	0	0	4	0	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	-	-	-	-
U.S. AND TERRITORIES	2,070	765	878	127	35	113	187	11

(Continued)

Table B, Continued

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	1,578	316	67	19
ALASKA	561	105	157	1
ARIZONA	1,775	190	186	4
ARKANSAS	2,880	53	645	4
CALIFORNIA	13,355	5,774	164	160
COLORADO	193	722	510	57
CONNECTICUT	3,471	897	170	90
DELAWARE	399	320	0	167
DISTRICT OF COLUMBIA	0	35	40	5
FLORIDA	4,700	825	0	78
GEORGIA	4,869	869	37	59
HAWAII	21	138	22	0
IDAHO	346	938	210	15
ILLINOIS	12,049	6,279	2,557	48
INDIANA	2,535	1,633	51	312
IOWA	0	1,689	0	4,140
KANSAS	785	210	367	34
KENTUCKY	3,334	234	742	38
LOUISIANA	211	1,143	778	79
MAINE	737	509	55	85
MARYLAND	3,180	401	1,091	178
MASSACHUSETTS	2,141	2,657	292	40
MICHIGAN	8,393	4,165	269	530
MINNESOTA	4,766	2,307	152	36
MISSISSIPPI	778	515	336	19
MISSOURI	4,750	702	126	40
MONTANA	616	188	54	0
NEBRASKA	1,753	466	24	0
NEVADA	230	23	119	39
NEW HAMPSHIRE	379	56	70	34
NEW JERSEY	3,826	1,605	322	59
NEW MEXICO	-	-	-	-
NEW YORK	4,053	2,709	377	130
NORTH CAROLINA	4,048	453	319	657
NORTH DAKOTA	60	545	16	0
OHIO	10,544	0	0	0
OKLAHOMA	4,306	425	5	70
OREGON	969	307	56	94
PENNSYLVANIA	873	3,553	3,363	0
PUERTO RICO	0	225	499	0
RHODE ISLAND	562	4	13	1
SOUTH CAROLINA	3,002	220	17	101
SOUTH DAKOTA	506	749	19	3
TENNESSEE	5,334	1,124	1,031	1,092
TEXAS	19,629	6,780	2,430	443
UTAH	1,037	187	347	70
VERMONT	857	134	21	0
VIRGINIA	4,154	1,768	1,344	786
WASHINGTON	1,018	892	201	2
WEST VIRGINIA	787	103	96	119
WISCONSIN	5,865	433	72	2
WYOMING	0	0	613	0
AMERICAN SAMOA	0	28	0	1
GUAM	10	39	19	0
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	91	37	35	0
U.S. AND TERRITORIES	152,316	56,679	20,507	9,941

Table C

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	13,783	199	7	6	2,080	1,196	134	10
ALASKA	2,210	43	15	0	144	100	13	1
ARIZONA	12,015	95	0	0	3,477	2,229	718	0
ARKANSAS	10,679	29	7	0	199	234	140	2
CALIFORNIA	87,187	529	82	25	4,015	18,631	2,532	627
COLORADO	10,336	1,957	43	1	2,321	5,949	10	578
CONNECTICUT	14,714	388	32	7	8,483	3,100	926	433
DELAWARE	2,394	0	0	1	1,829	484	188	99
DISTRICT OF COLUMBIA	1,896	0	89	0	0	448	407	0
FLORIDA	35,819	480	0	0	5,890	4,218	0	0
GEORGIA	34,325	939	19	0	13,485	1,801	131	48
HAWAII	182	838	0	0	199	81	42	0
IDAHO	4,170	6	0	0	802	131	111	0
ILLINOIS	55,314	1,744	996	13	12,088	8,943	6,425	181
INDIANA	43,876	2,518	0	5	909	1,358	7	118
IOWA	12,478	94	0	0	1,813	1,822	148	9
KANSAS	7,443	0	0	0	735	1,148	401	259
KENTUCKY	22,011	83	3	5	835	800	223	188
LOUISIANA	19,233	136	0	0	1,210	2,302	384	238
MAINE	5,380	29	0	34	3,018	207	200	47
MARYLAND	25,047	2,374	897	18	852	717	2,181	493
MASSACHUSETTS	29,231	4,408	1,737	334	17,135	2,584	1,018	230
MICHIGAN	43,218	827	0	983	8,448	8,188	1,532	52
MINNESOTA	18,139	85	2	0	1,855	986	953	118
MISSISSIPPI	11,973	448	21	0	121	119	35	8
MISSOURI	29,807	982	44	2	3,500	2,157	258	30
MONTANA	4,148	15	0	0	235	117	102	0
NEBRASKA	8,901	0	0	0	191	1,079	235	0
NEVADA	3,034	64	0	0	155	162	8	1
NEW HAMPSHIRE	1,294	51	24	13	388	90	191	11
NEW JERSEY	51,835	2,982	589	222	3,261	4,818	3,337	304
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	37,604	178	0	8	5,292	30,822	3,083	743
NORTH CAROLINA	24,384	747	1	0	1,894	1,510	149	342
NORTH DAKOTA	2,661	0	0	0	80	70	23	0
OHIO	64,137	813	157	483	96	1,853	1,758	1,039
OKLAHOMA	15,060	81	0	122	157	370	1	9
OREGON	11,883	338	2	298	1,313	806	78	67
PENNSYLVANIA	25,202	24,629	6,301	1,148	3,351	3,274	838	152
PUERTO RICO	1	189	256	108	0	258	283	50
RHODE ISLAND	3,738	25	24	1	843	275	190	28
SOUTH CAROLINA	19,983	75	0	0	3,411	2,008	80	48
SOUTH DAKOTA	4,035	18	0	0	77	122	47	6
TENNESSEE	32,853	53	51	6	1,488	719	438	80
TEXAS	85,132	253	35	6	7,313	3,008	2,861	1,474
UTAH	7,182	18	61	5	6,686	1,022	382	117
VERMONT	2,863	0	26	0	240	0	120	14
VIRGINIA	33,818	512	1	1	1,339	2,439	2,072	177
WASHINGTON	10,496	332	6	0	1,324	3,200	247	10
WEST VIRGINIA	9,482	26	62	0	356	386	57	5
WISCONSIN	11,180	0	0	0	0	7,010	111	0
WYOMING	2,214	24	0	248	45	241	0	37
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	268	38	0	0	2	56	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	40	388	0	0	0	0	0	7
BUR. OF INDIAN AFFAIRS	765	38	0	0	249	18	0	0
U.S. AND TERRITORIES	998,957	49,843	11,370	4,088	133,647	133,334	35,772	8,451

(Continued)

Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	16,489	581	3	3	7,886	28,241	72	59
ALASKA	5,040	416	1	0	430	213	125	1
ARIZONA	23,263	3,635	76	0	2,126	4,515	215	0
ARKANSAS	17,204	485	67	10	12,245	3,380	3,201	9
CALIFORNIA	95,232	30,742	1,160	190	981	31,218	162	71
COLORADO	3,010	22,827	23	3	219	5,350	419	245
CONNECTICUT	24,879	3,412	192	75	1,560	4,327	299	58
DELAWARE	5,021	1,002	0	18	1,180	1,004	0	22
DISTRICT OF COLUMBIA	0	1,132	300	0	0	128	803	0
FLORIDA	40,361	6,739	0	0	5,831	13,278	0	0
GEORGIA	28,424	1,950	19	418	16,926	12,810	340	41
HAWAII	2,980	3,803	13	0	989	730	140	0
IDAHO	5,443	1,955	0	0	24	2,240	381	21
ILLINOIS	57,885	16,341	1,160	19	15,483	17,330	5,704	13
INDIANA	14,109	4,778	0	2	3,150	21,961	5	316
IOWA	21,801	2,258	0	5	2,390	8,256	403	8
KANSAS	11,052	1,854	31	5	908	6,280	417	32
KENTUCKY	12,644	1,582	52	8	13,602	9,238	907	93
LOUISIANA	19,778	5,041	214	193	2,886	11,869	3,960	407
MAINE	6,826	84	1	43	4,401	383	953	63
MARYLAND	39,489	10,594	1,621	13	2,012	4,883	3,080	6
MASSACHUSETTS	25,199	3,811	1,487	307	19,151	2,888	1,138	233
MICHIGAN	32,986	8,404	3	43	7,181	15,457	712	10
MINNESOTA	32,189	1,084	213	31	8,699	4,921	944	30
MISSISSIPPI	7,479	837	14	0	7,987	8,374	742	103
MISSOURI	29,445	3,593	35	58	5,001	11,188	2,229	61
MONTANA	5,422	506	7	0	774	815	88	0
NEBRASKA	9,589	0	0	0	4,571	1,332	155	0
NEVADA	5,244	310	0	2	340	373	290	3
NEW HAMPSHIRE	5,743	286	142	23	1,024	428	239	14
NEW JERSEY	27,556	14,440	1,426	150	1,308	10,039	1,307	156
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	28,381	3,481	0	0	3,800	34,827	2,449	78
NORTH CAROLINA	33,433	2,190	0	1	28,537	6,841	1,819	136
NORTH DAKOTA	3,278	15	0	0	103	1,418	104	0
OHIO	43,967	14,429	20	84	987	50,906	11,497	900
OKLAHOMA	22,660	650	7	24	5,625	5,935	1,308	35
OREGON	17,370	984	81	239	1,841	2,319	91	30
PENNSYLVANIA	15,030	14,688	3,758	683	13,980	13,565	3,470	631
PUERTO RICO	115	2,014	90	30	15	7,198	900	983
RHODE ISLAND	8,298	1,088	105	11	416	817	148	2
SOUTH CAROLINA	15,741	1,462	8	0	14,991	8,850	126	47
SOUTH DAKOTA	2,274	217	15	0	295	441	91	3
TENNESSEE	28,821	2,107	292	18	14,887	5,315	1,888	52
TEXAS	135,790	9,013	1,462	213	12,209	9,834	3,176	46
UTAH	11,979	544	3	1	959	1,719	547	40
VERMONT	4,231	0	34	0	1,151	1,088	18	0
VIRGINIA	23,374	6,671	310	8	3,174	13,297	495	34
WASHINGTON	12,345	7,497	33	1	1,217	6,804	350	8
WEST VIRGINIA	8,774	984	25	14	5,401	4,889	1,288	19
WISCONSIN	22,834	18	0	0	0	11,976	451	0
WYOMING	383	802	0	141	185	479	100	28
AMERICAN SAMOA	61	48	3	0	0	18	0	7
GUAM	200	0	0	0	835	0	89	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	0	554	84	0
BUR. OF INDIAN AFFAIRS	1,884	900	0	0	416	159	148	0
U.S. AND TERRITORIES	1,089,688	223,190	14,804	3,084	258,409	429,025	88,750	4,732

(Continued)

Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	95	6	0	457	195	183	1	44
ALASKA	47	31	0	2	58	29	10	3
ARIZONA	0	0	5	1,238	304	101	27	0
ARKANSAS	97	0	57	161	136	6	200	17
CALIFORNIA	25,318	9,889	74	2,006	7,612	4,040	3	385
COLORADO	-	-	-	-	187	317	46	445
CONNECTICUT	535	188	99	104	294	104	31	45
DELAWARE	16	0	0	0	21	163	0	3
DISTRICT OF COLUMBIA	0	0	107	182	0	0	130	326
FLORIDA	0	0	0	1,338	503	848	0	0
GEORGIA	43	150	5	3,123	403	132	7	64
HAWAII	87	80	60	0	0	0	0	0
IDAHO	126	18	0	23	142	57	18	4
ILLINOIS	1,044	125	130	463	814	1,045	1,109	172
INDIANA	4	30	0	507	205	442	0	10
IOWA	0	0	3	0	306	143	0	18
KANSAS	-	-	-	-	57	78	63	726
KENTUCKY	48	75	13	896	370	120	19	214
LOUISIANA	220	96	20	0	36	298	87	2
MAINE	100	22	70	80	180	41	27	65
MARYLAND	102	6	36	2,249	186	68	386	828
MASSACHUSETTS	4,032	605	245	49	202	30	12	2
MICHIGAN	-	-	-	-	1,445	1,038	482	75
MINNESOTA	711	82	40	733	716	179	74	37
MISSISSIPPI	-	-	-	-	62	123	15	150
MISSOURI	1,089	227	102	192	488	457	39	31
MONTANA	13	29	0	193	35	31	0	103
NEBRASKA	-	-	-	-	136	216	0	0
NEVADA	1	0	0	76	131	10	36	0
NEW HAMPSHIRE	140	8	10	3	108	4	19	4
NEW JERSEY	644	542	44	330	249	376	362	18
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,255	26,430	3,234	1,658	420	3,527	604	821
NORTH CAROLINA	454	72	58	455	427	331	151	73
NORTH DAKOTA	0	0	0	55	10	35	29	5
OHIO	-	-	-	-	189	1,205	542	1,626
OKLAHOMA	225	31	3	49	118	103	2	31
OREGON	263	8	25	193	483	124	17	64
PENNSYLVANIA	319	311	80	14	549	936	137	25
PUERTO RICO	0	107	30	20	0	408	184	70
RHODE ISLAND	32	3	4	252	89	32	38	4
SOUTH CAROLINA	11	24	1	119	270	397	9	345
SOUTH DAKOTA	1	13	0	22	17	3	62	7
TENNESSEE	182	1	24	1,116	878	330	275	560
TEXAS	1,685	372	568	3,742	1,009	418	688	1,179
UTAH	89	26	14	0	80	93	65	0
VERMONT	110	0	29	0	175	0	19	0
VIRGINIA	23	2	895	454	159	250	178	62
WASHINGTON	166	652	19	84	276	295	3	10
WEST VIRGINIA	129	33	12	637	119	92	46	18
WISCONSIN	0	0	0	430	532	0	0	0
WYOMING	10	18	48	3	35	9	55	28
AMERICAN SAMOA	0	1	0	0	0	3	0	0
GUAM	0	0	0	0	1	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	18	5	0	2	24	9	0	0
U.S. AND TERRITORIES	42,444	39,028	6,185	23,510	21,381	18,879	6,285	8,719

(Continued)

Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	MULTI-HANDICAPPED				HARD OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	30	736	12	33	318	271	278	3
ALASKA	4	0	35	0	125	81	4	2
ARIZONA	123	328	389	0	480	86	310	0
ARKANSAS	133	158	301	2	352	48	240	0
CALIFORNIA	-	-	-	-	989	3,819	17	10
COLORADO	42	600	187	3	367	482	86	1
CONNECTICUT	-	-	-	-	498	127	149	8
DELAWARE	8	24	0	0	29	100	0	8
DISTRICT OF COLUMBIA	0	0	26	21	0	14	7	0
FLORIDA	0	1,029	0	0	0	1,227	0	0
GEORGIA	151	737	43	8	838	421	298	128
HAWAII	0	105	14	0	178	118	104	0
IDAHO	0	216	40	0	83	92	109	0
ILLINOIS	67	948	186	4	754	1,905	231	2
INDIANA	11	877	73	55	240	521	421	35
IOWA	0	448	21	6	348	292	274	6
KANSAS	0	270	0	0	205	198	302	2
KENTUCKY	183	403	193	66	173	197	597	14
LOUISIANA	49	404	106	0	302	449	254	0
MAINE	600	120	0	7	257	29	137	8
MARYLAND	151	123	1,643	22	992	288	991	1
MASSACHUSETTS	302	31	12	3	4,637	709	270	56
MICHIGAN	1	678	187	22	1,196	1,491	2	18
MINNESOTA	-	-	-	-	909	240	212	1
MISSISSIPPI	11	83	83	35	133	73	122	14
MISSOURI	-	-	-	-	1,324	367	185	2
MONTANA	504	113	18	0	136	15	122	0
NEBRASKA	0	201	0	0	28	254	158	0
NEVADA	14	14	119	1	119	112	0	3
NEW HAMPSHIRE	37	25	60	3	145	11	53	1
NEW JERSEY	95	1,299	247	43	399	883	507	21
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	1,780	777	1,383	2
NORTH CAROLINA	296	487	136	56	1,138	216	902	32
NORTH DAKOTA	-	-	-	-	67	100	32	0
OHIO	25	1,293	230	215	508	1,872	498	50
OKLAHOMA	85	248	3	28	218	217	197	8
OREGON	78	302	17	2	557	184	123	1
PENNSYLVANIA	112	109	28	5	1,365	1,334	341	62
PUERTO RICO	0	50	838	300	5	687	231	110
RHODE ISLAND	11	14	29	1	74	20	98	2
SOUTH CAROLINA	72	172	9	7	392	285	13	2
SOUTH DAKOTA	36	58	57	1	234	2	82	12
TENNESSEE	339	728	315	90	1,489	399	541	3
TEXAS	12,898	4,062	1,995	310	1,903	923	627	14
UTAH	16	44	729	41	282	37	280	46
VERMONT	110	0	0	0	199	0	103	0
VIRGINIA	12	1,184	878	90	900	904	416	0
WASHINGTON	3	484	18	1	234	642	1	0
WEST VIRGINIA	14	46	4	25	180	102	184	13
WISCONSIN	0	458	0	0	0	764	308	0
WYOMING	32	0	97	0	187	15	0	8
AMERICAN SAMOA	0	7	0	0	3	14	0	0
GUAM	0	0	75	4	104	52	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	0	64	0	0
BUR. OF INDIAN AFFAIRS	157	56	51	0	105	4	2	0
U.S. AND TERRITORIES	18,608	18,764	9,894	1,439	27,615	33,840	12,274	701

(Continued)

Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	VISUALLY HANDICAPPED				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	333	98	114	3	2	14	21	0
ALASKA	88	2	6	2	0	0	15	0
ARIZONA	208	5	59	0	0	0	9	0
ARKANSAS	124	3	171	3	3	1	0	0
CALIFORNIA	1,204	1,095	3	4	12	173	1	0
COLORADO	233	54	29	8	1	7	11	12
CONNECTICUT	230	18	24	3	-	-	-	-
DELAWARE	85	23	34	8	0	33	0	0
DISTRICT OF COLUMBIA	19	14	30	0	0	0	26	8
FLORIDA	540	127	0	0	1	57	0	0
GEORGIA	59	61	104	2	1	29	45	2
HAWAII	24	12	6	0	0	13	7	0
IDAHO	42	18	70	0	0	4	26	0
ILLINOIS	787	390	77	1	30	24	24	0
INDIANA	294	81	160	20	3	21	2	0
IOWA	123	57	82	0	0	22	15	0
KANSAS	154	25	64	1	1	0	23	6
KENTUCKY	12	30	196	3	67	30	12	4
LOUISIANA	193	101	76	2	0	4	45	0
MAINE	96	14	15	19	0	7	0	0
MARYLAND	400	10	317	1	4	1	25	0
MASSACHUSETTS	808	122	48	10	202	31	11	2
MICHIGAN	671	225	9	2	0	0	0	0
MINNESOTA	354	23	5	2	1	1	37	0
MISSISSIPPI	80	19	48	2	0	4	5	2
MISSOURI	510	93	100	2	-	-	-	-
MONTANA	48	4	123	0	1	0	9	0
NEBRASKA	99	8	41	0	-	-	-	-
NEVADA	50	1	0	3	-	-	-	-
NEW HAMPSHIRE	102	2	4	0	2	0	0	0
NEW JERSEY	180	32	16	1	858	35	14	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,194	273	225	7	-	-	-	-
NORTH CAROLINA	586	29	200	6	1	2	7	9
NORTH DAKOTA	17	20	20	1	0	0	14	0
OHIO	385	473	176	12	-	-	-	-
OKLAHOMA	139	33	111	5	1	17	1	1
OREGON	264	6	7	0	-	-	-	-
PENNSYLVANIA	751	734	188	34	88	86	23	4
PUERTO RICO	0	60	300	25	0	25	390	26
RHODE ISLAND	36	3	8	2	1	0	6	0
SOUTH CAROLINA	390	29	4	0	1	14	2	2
SOUTH DAKOTA	15	2	23	0	0	0	5	0
TENNESSEE	558	44	175	8	0	2	7	0
TEXAS	988	190	34	8	6	20	83	2
UTAH	141	8	121	46	1	0	14	1
VERMONT	65	0	6	0	4	0	0	0
VIRGINIA	161	16	878	2	37	9	39	0
WASHINGTON	152	83	1	0	0	12	2	0
WEST VIRGINIA	121	21	99	11	1	0	10	0
WISCONSIN	0	203	121	0	0	0	23	0
WYOMING	17	15	0	0	0	0	0	0
AMERICAN SAMOA	0	2	0	0	0	2	0	0
GUAM	34	0	6	0	0	0	10	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	30	5	4	0	-	-	-	-
U.S. AND TERRITORIES	14,148	4,932	4,934	289	1,330	700	1,019	81

(Continued)

Table C, Continued

NUMBER OF CHILDREN 6 - 17 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	41,181	28,432	640	618
ALASKA	8,126	914	224	11
ARIZONA	41,994	10,951	1,788	1,238
ARKANSAS	41,172	4,344	4,384	204
CALIFORNIA	222,550	95,906	4,034	3,318
COLORADO	16,696	37,093	854	1,294
CONNECTICUT	51,189	11,544	1,729	731
DELAWARE	10,581	2,833	222	157
DISTRICT OF COLUMBIA	1,915	1,736	1,905	537
FLORIDA	88,945	28,003	0	1,338
GEORGIA	84,655	18,830	1,011	3,833
HAWAII	4,567	5,778	386	0
IDAHO	10,801	4,737	735	48
ILLINOIS	144,046	48,095	16,042	868
INDIANA	62,401	32,285	668	1,068
IOWA	38,957	13,350	944	52
KANSAS	20,155	9,853	1,301	1,031
KENTUCKY	48,915	12,517	1,814	1,291
LOUISIANA	43,787	20,360	4,756	842
MAINE	20,818	916	1,003	366
MARYLAND	68,914	19,142	10,459	3,631
MASSACHUSETTS	100,797	15,219	5,988	1,226
MICHIGAN	95,004	34,008	2,907	1,303
MINNESOTA	61,243	7,501	2,480	952
MISSISSIPPI	27,836	7,858	1,053	314
MISSOURI	71,164	19,044	2,992	368
MONTANA	11,316	1,645	469	296
NEBRASKA	23,495	3,140	589	0
NEVADA	9,088	1,046	453	89
NEW HAMPSHIRE	8,963	905	748	72
NEW JERSEY	86,245	35,116	8,349	1,245
NEW MEXICO	-	-	-	-
NEW YORK	79,526	100,295	10,958	3,317
NORTH CAROLINA	91,130	14,425	3,423	1,110
NORTH DAKOTA	6,196	1,658	222	61
OHIO	109,834	72,444	14,876	4,379
OKLAHOMA	45,268	7,663	1,633	312
OREGON	34,058	4,851	441	894
PENNSYLVANIA	60,647	59,266	15,164	2,756
PUERTO RICO	136	10,986	3,372	1,302
RHODE ISLAND	13,336	2,277	644	303
SOUTH CAROLINA	55,272	13,316	230	570
SOUTH DAKOTA	6,984	876	382	51
TENNESSEE	81,463	9,698	4,006	1,893
TEXAS	238,503	28,041	11,529	6,994
UTAH	27,395	3,510	2,216	297
VERMONT	9,148	1,086	355	14
VIRGINIA	62,697	24,864	5,920	798
WASHINGTON	26,213	19,901	680	112
WEST VIRGINIA	24,577	5,939	1,765	742
WISCONSIN	34,226	20,429	912	430
WYOMING	3,108	1,603	260	488
AMERICAN SAMOA	64	93	3	7
GUAM	1,442	143	180	4
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	40	886	64	7
BUR. OF INDIAN AFFAIRS	3,448	784	205	2
U.S. AND TERRITORIES	2,582,227	938,135	160,367	55,084

Table D

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	31	1	1	3	45	51	2	1
ALASKA	57	1	5	0	13	3	2	0
ARIZONA	202	0	0	0	145	48	5	0
ARKANSAS	29	0	9	0	3	2	10	0
CALIFORNIA	360	35	0	0	112	385	72	31
COLORADO	10	2	22	0	9	54	5	66
CONNECTICUT	54	2	1	1	547	123	67	27
DELAWARE	102	0	0	0	112	35	0	9
DISTRICT OF COLUMBIA	0	0	0	0	0	15	283	0
FLORIDA	94	0	0	0	50	64	0	0
GEORGIA	183	0	49	0	174	20	3	0
HAWAII	2	0	0	0	0	5	5	0
IDAHO	114	8	0	0	186	62	14	0
ILLINOIS	194	5	40	0	487	428	907	6
INDIANA	64	17	0	2	15	41	0	51
IOWA	29	0	0	0	33	54	0	0
KANSAS	24	0	0	10	14	12	3	1
KENTUCKY	80	4	0	6	33	35	35	22
LOUISIANA	277	1	0	0	0	93	354	100
MAINE	21	0	0	14	16	43	31	40
MARYLAND	245	78	16	0	40	68	248	54
MASSACHUSETTS	814	657	430	108	477	385	280	64
MICHIGAN	230	4	0	6	313	227	199	23
MINNESOTA	59	0	0	0	87	33	26	4
MISSISSIPPI	91	21	0	0	0	1	3	3
MISSOURI	677	22	1	0	448	275	33	3
MONTANA	2	2	0	0	98	4	3	0
NEBRASKA	23	0	0	0	7	9	0	0
NEVADA	0	1	0	0	2	0	0	1
NEW HAMPSHIRE	5	1	0	0	5	5	7	13
NEW JERSEY	186	46	4	0	239	203	218	28
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	116	5	0	0	79	9	8	17
NORTH DAKOTA	296	0	0	0	10	25	33	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	13	0	0	0	2	4	0	0
OREGON	25	2	0	0	22	1	1	0
PENNSYLVANIA	98	95	24	4	56	55	14	3
PUERTO RICO	0	115	35	21	0	40	900	5
RHODE ISLAND	32	0	1	1	46	13	59	8
SOUTH CAROLINA	77	0	0	0	111	74	6	1
SOUTH DAKOTA	8	0	0	0	3	2	5	1
TENNESSEE	349	7	3	0	157	47	594	66
TEXAS	92	2	0	1	133	211	256	200
UTAH	18	0	20	0	46	2	41	47
VERMONT	32	0	0	0	9	0	0	6
VIRGINIA	412	8	2	0	33	51	290	26
WASHINGTON	4	2	0	0	5	113	3	0
WEST VIRGINIA	41	0	7	0	1	14	0	0
WISCONSIN	78	0	0	0	0	209	6	0
WYOMING	6	0	0	0	16	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	10	0	0	0	16	2	0	0
U.S. AND TERRITORIES	5,918	1,145	870	177	4,435	3,823	5,029	929

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	383	8	0	0	478	1,532	2	1
ALASKA	187	4	0	0	21	49	52	0
ARIZONA	988	45	1	0	250	852	103	0
ARKANSAS	257	14	1	0	479	249	532	1
CALIFORNIA	1,945	309	54	7	113	5,072	26	9
COLORADO	40	289	12	0	2	361	213	127
CONNECTICUT	998	51	14	5	712	985	82	20
DELAWARE	248	129	0	0	58	142	0	4
DISTRICT OF COLUMBIA	0	72	27	0	0	0	0	0
FLORIDA	540	84	0	0	342	741	0	0
GEORGIA	478	3	0	0	856	639	40	2
HAWAII	41	68	0	0	0	194	71	0
IDAHO	432	135	0	0	13	148	797	6
ILLINOIS	1,088	371	59	1	1,282	1,795	1,638	6
INDIANA	184	28	0	0	140	1,208	0	308
IOWA	718	104	0	0	266	1,051	0	2
KANSAS	453	15	0	0	113	720	104	3
KENTUCKY	316	22	1	3	533	583	285	32
LOUISIANA	3,134	688	192	33	912	3,571	3,205	143
MAINE	80	13	2	19	229	70	81	35
MARYLAND	1,288	881	137	0	400	749	1,488	4
MASSACHUSETTS	702	981	311	94	934	431	282	71
MICHIGAN	1,113	224	0	35	822	3,481	469	61
MINNESOTA	778	70	19	1	439	830	448	4
MISSISSIPPI	121	40	6	0	516	381	122	16
MISSOURI	1,920	234	2	4	1,834	3,431	683	19
MONTANA	803	18	2	0	27	28	3	0
NEBRASKA	248	0	0	0	145	444	84	0
NEVADA	26	0	0	58	17	6	19	70
NEW HAMPSHIRE	256	2	7	5	127	49	88	40
NEW JERSEY	696	411	93	9	213	1,321	300	32
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	689	29	0	0	1,612	714	806	26
NORTH DAKOTA	70	0	0	0	30	238	82	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	448	13	0	0	312	328	0	2
OREGON	168	11	2	0	35	113	20	1
PENNSYLVANIA	177	173	44	8	1,291	1,262	323	59
PUERTO RICO	0	20	325	12	0	400	1,150	272
RHODE ISLAND	963	26	23	2	104	198	125	2
SOUTH CAROLINA	457	35	15	0	1,114	801	43	33
SOUTH DAKOTA	78	1	8	0	30	50	103	3
TENNESSEE	1,281	137	38	18	1,039	760	729	22
TEXAS	3,606	1,092	433	0	870	1,118	1,077	12
UTAH	51	2	21	0	18	19	126	25
VERMONT	3	0	0	0	73	271	0	0
VIRGINIA	447	152	5	1	388	1,282	360	1
WASHINGTON	0	285	4	0	58	705	71	0
WEST VIRGINIA	190	0	0	0	188	304	284	5
WISCONSIN	854	5	0	0	0	1,809	288	0
WYOMING	114	0	0	0	83	0	0	0
AMERICAN SAMOA	9	13	0	0	0	12	0	1
GUAM	0	0	0	0	18	0	7	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	0	47	5	0
BUR. OF INDIAN AFFAIRS	98	19	0	0	23	6	40	0
U.S. AND TERRITORIES	29,143	8,883	1,856	311	18,783	40,497	18,818	1,477

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	6	0	0	26	16	12	0	4
ALASKA	3	4	0	0	5	3	2	0
ARIZONA	0	0	0	201	25	5	8	0
ARKANSAS	0	0	0	0	3	2	3	0
CALIFORNIA	442	207	21	77	177	537	0	24
COLORADO	-	-	-	-	1	11	24	0
CONNECTICUT	61	14	11	7	38	14	4	4
DELAWARE	0	0	0	0	5	15	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	95	11
FLORIDA	0	0	0	83	3	80	0	0
GEORGIA	17	0	0	35	10	0	0	0
HAWAII	0	19	0	0	0	0	0	0
IDAHO	12	9	0	4	84	12	0	0
ILLINOIS	48	6	16	43	56	56	133	8
INDIANA	0	10	0	3	12	28	0	8
IOWA	0	0	0	0	19	14	0	0
KANSAS	-	-	-	-	4	1	4	69
KENTUCKY	0	4	3	32	11	1	4	4
LOUISIANA	36	24	18	0	5	30	78	0
MAINE	8	6	1	14	15	10	1	17
MARYLAND	3	1	1	493	15	5	36	76
MASSACHUSETTS	112	91	91	15	6	4	3	1
MICHIGAN	-	-	-	-	121	89	40	18
MINNESOTA	10	4	0	29	33	4	6	1
MISSISSIPPI	-	-	-	-	4	4	0	7
MISSOURI	752	70	32	58	137	129	11	9
MONTANA	1	1	0	21	1	1	0	11
NEBRASKA	-	-	-	-	23	0	0	0
NEVADA	0	0	0	2	0	0	0	7
NEW HAMPSHIRE	9	0	0	0	10	0	2	0
NEW JERSEY	10	83	2	10	22	19	41	2
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	15	0	3	29	12	23	20	5
NORTH DAKOTA	0	0	0	10	0	7	10	0
OHIO	-	-	-	-	0	0	0	0
OKLAHOMA	10	2	0	2	4	5	0	1
OREGON	78	0	0	2	6	5	1	2
PENNSYLVANIA	2	1	1	0	57	55	14	3
PUERTO RICO	0	12	220	4	0	12	120	10
RHODE ISLAND	2	0	1	56	4	3	1	1
SOUTH CAROLINA	1	18	0	3	28	21	0	2
SOUTH DAKOTA	1	0	0	6	1	0	6	1
TENNESSEE	2	11	2	519	100	47	73	220
TEXAS	58	17	27	162	58	28	78	39
UTAH	6	2	1	0	14	4	5	0
VERMONT	4	0	0	0	10	0	0	0
VIRGINIA	1	0	73	12	7	15	33	3
WASHINGTON	311	40	4	8	11	22	0	0
WEST VIRGINIA	9	2	1	37	4	12	0	0
WISCONSIN	0	0	0	30	32	0	0	0
WYOMING	3	0	0	0	2	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	4	0	0	0
U.S. AND TERRITORIES	2,033	658	489	2,034	1,182	1,348	854	568

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	MULTI-HANDICAPPED				HARD OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	3	75	3	5	13	8	14	1
ALASKA	1	0	7	0	3	14	0	0
ARIZONA	18	39	19	0	29	2	61	0
ARKANSAS	6	15	1	0	5	1	52	0
CALIFORNIA	-	-	-	-	34	199	0	0
COLORADO	2	54	98	1	4	13	45	0
CONNECTICUT	-	-	-	-	35	8	13	0
DELAWARE	0	0	0	0	0	18	0	0
DISTRICT OF COLUMBIA	0	0	25	0	0	4	0	0
FLORIDA	0	71	0	0	0	37	0	0
GEORGIA	13	15	3	0	26	24	28	1
HAWAII	0	6	0	0	0	10	1	0
IDAHO	0	62	13	0	18	22	17	0
ILLINOIS	20	23	47	2	50	130	27	0
INDIANA	4	76	3	21	5	15	73	4
IOWA	0	112	0	1	8	14	0	0
KANSAS	0	38	0	0	3	2	26	0
KENTUCKY	1	18	100	10	8	8	29	1
LOUISIANA	1	89	95	0	16	14	228	0
MAINE	0	30	0	10	23	7	3	3
MARYLAND	8	13	486	6	78	16	137	1
MASSACHUSETTS	6	5	4	1	129	105	56	17
MICHIGAN	0	207	121	8	89	153	0	0
MINNESOTA	-	-	-	-	28	18	12	1
MISSISSIPPI	1	1	3	3	3	2	9	0
MISSOURI	-	-	-	-	277	80	42	0
MONTANA	69	4	1	0	5	5	4	0
NEBRASKA	0	50	0	0	22	0	2	0
NEVADA	0	0	3	12	1	0	0	5
NEW HAMPSHIRE	1	4	6	1	9	0	11	0
NEW JERSEY	0	60	53	9	27	29	59	1
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	0	0	0	0
NORTH CAROLINA	13	22	3	23	43	6	107	2
NORTH DAKOTA	-	-	-	-	0	7	41	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	3	9	0	1	8	7	0	0
OREGON	0	7	7	0	19	24	1	0
PENNSYLVANIA	9	8	2	0	30	29	8	1
PUERTO RICO	0	34	30	30	0	61	210	14
RHODE ISLAND	0	1	10	0	3	2	21	1
SOUTH CAROLINA	0	5	0	0	17	28	0	0
SOUTH DAKOTA	2	6	21	1	11	0	11	2
TENNESSEE	23	104	121	20	124	61	71	3
TEXAS	133	159	329	50	96	62	69	3
UTAH	0	2	134	11	1	1	30	4
VERMONT	17	0	0	0	2	0	0	0
VIRGINIA	3	85	379	18	28	3	99	0
WASHINGTON	0	78	2	0	86	38	0	0
WEST VIRGINIA	0	5	0	0	0	1	10	0
WISCONSIN	0	61	0	0	0		12	0
WYOMING	11	0	0	0	7	0	0	0
AMERICAN SAMOA	0	8	0	0	0	4	0	0
GUAM	0	0	3	0	5	4	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	0	0	0	0
BUR. OF INDIAN AFFAIRS	14	12	30	0	2	1	0	0
U.S. AND TERRITORIES	382	1,663	2,180	344	1,390	1,344	1,641	85

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	VISUALLY HANDICAPPED				DEAF-BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	18	4	8	0	1	1	0	0
ALASKA	1	0	1	0	0	0	0	0
ARIZONA	18	1	22	0	0	0	0	0
ARKANSAS	3	0	10	0	1	0	0	0
CALIFORNIA	42	67	0	0	0	3	1	0
COLORADO	1	1	15	1	0	0	0	0
CONNECTICUT	18	3	5	0	-	-	-	-
DELAWARE	1	2	0	0	0	1	0	0
DISTRICT OF COLUMBIA	23	1	0	0	0	0	6	0
FLORIDA	16	0	0	0	0	5	0	0
GEORGIA	12	0	7	0	5	2	1	0
HAWAII	0	7	0	0	0	0	0	0
IDAHO	32	6	12	0	0	1	3	0
ILLINOIS	54	12	24	0	5	1	0	0
INDIANA	11	5	14	5	24	0	0	0
IOWA	18	0	0	1	0	2	0	0
KANSAS	0	4	0	0	0	0	2	2
KENTUCKY	252	0	16	0	3	0	4	0
LOUISIANA	12	8	67	0	0	9	40	0
MAINE	10	2	5	2	0	0	0	0
MARYLAND	24	2	83	1	0	0	1	0
MASSACHUSETTS	22	18	12	3	6	4	3	1
MICHIGAN	57	30	14	0	0	0	0	0
MINNESOTA	9	3	0	0	0	0	3	0
MISSISSIPPI	2	1	0	0	0	0	0	0
MISSOURI	133	24	26	0	-	-	-	-
MONTANA	1	1	4	0	0	0	2	0
NEBRASKA	11	0	7	0	-	-	-	-
NEVADA	1	0	0	6	-	-	-	-
NEW HAMPSHIRE	6	0	3	1	0	0	1	0
NEW JERSEY	6	4	3	0	58	2	1	0
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	0	0	0	-	-	-	-
NORTH CAROLINA	35	0	55	0	0	0	0	2
NORTH DAKOTA	0	6	4	0	0	0	2	0
OHIO	0	0	0	0	-	-	-	-
OKLAHOMA	6	2	0	0	0	0	0	0
OREGON	1	0	0	0	-	-	-	-
PENNSYLVANIA	25	24	6	1	3	3	1	1
PUERTO RICO	0	14	810	10	0	13	100	20
RHODE ISLAND	2	1	3	1	1	0	0	0
SOUTH CAROLINA	32	1	0	0	0	2	0	0
SOUTH DAKOTA	0	0	2	0	0	0	0	0
TENNESSEE	71	4	74	1	0	0	3	0
TEXAS	48	22	8	0	3	4	8	0
UTAH	0	1	12	2	0	0	0	0
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	39	0	111	0	1	0	8	0
WASHINGTON	33	4	0	0	1	0	0	0
WEST VIRGINIA	1	0	14	2	0	0	0	0
WISCONSIN	0	4	3	0	0	0	4	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	3	0	0	0	2	0	0
GUAM	3	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	1	0	0	-	-	-	-
U.S. AND TERRITORIES	1,111	293	1,436	27	112	55	194	26

(Continued)

Table D, Continued

NUMBER OF CHILDREN 18 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOLS	OTHER ENVIRONMENTS
ALABAMA	872	1,682	28	40
ALASKA	291	78	69	0
ARIZONA	1,656	792	217	201
ARKANSAS	785	283	618	1
CALIFORNIA	3,215	6,794	174	148
COLORADO	69	765	432	195
CONNECTICUT	2,459	780	197	64
DELAWARE	546	342	0	13
DISTRICT OF COLUMBIA	23	92	436	11
FLORIDA	1,045	1,082	0	83
GEORGIA	1,754	703	131	38
HAWAII	43	307	77	0
IDAHO	851	463	856	10
ILLINOIS	3,261	2,825	2,891	66
INDIANA	439	1,427	90	399
IOWA	1,091	1,351	0	4
KANSAS	611	782	139	85
KENTUCKY	1,217	645	477	110
LOUISIANA	4,393	4,527	4,277	276
MAINE	402	181	124	154
MARYLAND	2,099	1,817	2,611	635
MASSACHUSETTS	2,808	2,261	1,434	376
MICHIGAN	2,745	4,415	843	151
MINNESOTA	1,433	962	514	40
MISSISSIPPI	738	451	143	29
MISSOURI	5,878	4,265	830	94
MONTANA	807	64	19	32
NEBRASKA	479	503	73	0
NEVADA	47	7	22	159
NEW HAMPSHIRE	428	61	124	60
NEW JERSEY	1,457	2,178	773	91
NEW MEXICO	-	-	-	-
NEW YORK	0	0	0	0
NORTH CAROLINA	2,614	808	1,002	104
NORTH DAKOTA	406	283	172	10
OHIO	0	0	0	0
OKLAHOMA	804	368	0	6
OREGON	354	163	32	5
PENNSYLVANIA	1,748	1,705	437	80
PUERTO RICO	0	721	3,900	398
RHODE ISLAND	757	244	244	72
SOUTH CAROLINA	1,837	783	64	39
SOUTH DAKOTA	134	59	156	14
TENNESSEE	3,146	1,178	1,708	869
TEXAS	5,055	2,715	2,285	467
UTAH	154	33	390	89
VERMONT	152	271	0	6
VIRGINIA	1,257	1,596	1,360	61
WASHINGTON	509	1,287	84	8
WEST VIRGINIA	434	338	316	44
WISCONSIN	764	1,937	293	30
WYOMING	242	0	0	0
AMERICAN SAMOA	9	42	0	1
GUAM	25	4	10	0
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	0	47	5	0
BUR. OF INDIAN AFFAIRS	126	41	70	0
U.S. AND TERRITORIES	64,469	57,508	31,147	5,868

Table E

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED				EMOTIONALLY DISTURBED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	98.68	1.21	0.05	0.05	61.81	34.07	3.83	0.30
ALASKA	95.95	3.02	1.43	-	54.67	38.33	6.67	0.33
ARIZONA	99.54	0.44	0.03	-	54.90	34.23	10.87	-
ARKANSAS	99.41	0.22	0.37	-	35.70	39.01	24.96	0.33
CALIFORNIA	98.88	0.89	0.17	0.06	15.89	71.73	9.88	2.50
COLORADO	84.89	14.26	0.77	0.07	25.81	66.71	0.24	7.23
CONNECTICUT	96.32	3.26	0.30	0.12	65.51	23.86	7.32	3.31
DELAWARE	95.21	0.00	0.00	4.79	69.38	19.80	6.67	4.15
DISTRICT OF COLUMBIA	96.24	0.00	3.76	0.00	0.00	41.71	58.29	0.00
FLORIDA	98.54	1.46	-	-	57.80	42.20	-	-
GEORGIA	95.91	3.86	0.23	0.00	86.50	12.19	0.86	0.44
HAWAII	16.47	83.53	-	-	59.17	26.92	13.91	-
IDAHO	99.31	0.69	0.00	0.00	74.98	15.08	10.34	0.00
ILLINOIS	91.70	5.65	2.62	0.03	41.71	32.79	24.88	0.62
INDIANA	94.21	5.62	0.00	0.17	24.18	67.05	0.32	8.45
IOWA	74.65	2.64	-	22.71	41.58	53.44	3.93	1.05
KANSAS	99.88	0.00	0.00	0.12	28.40	44.98	16.00	10.62
KENTUCKY	99.28	0.28	0.36	0.08	39.78	36.43	14.61	9.17
LOUISIANA	98.22	1.78	-	-	25.44	49.83	16.87	7.86
MAINE	96.18	2.86	0.00	1.18	82.33	8.52	6.42	2.72
MARYLAND	87.82	8.57	3.34	0.27	13.46	17.77	56.39	12.38
MASSACHUSETTS	78.00	15.03	5.80	1.17	78.10	14.78	5.82	1.30
MICHIGAN	94.93	2.40	0.05	2.62	49.89	39.63	10.05	0.44
MINNESOTA	95.04	4.66	0.22	0.08	43.90	27.36	25.58	3.15
MISSISSIPPI	93.91	4.66	1.40	0.02	41.58	41.24	13.40	3.78
MISSOURI	96.73	3.12	0.14	0.01	58.98	36.33	4.35	0.35
MONTANA	99.59	0.41	0.00	0.00	59.58	21.58	18.84	0.00
NEBRASKA	99.82	0.18	0.00	0.00	12.84	71.79	15.37	0.00
NEVADA	97.92	2.08	0.00	0.00	47.88	49.09	2.42	0.61
NEW HAMPSHIRE	91.03	3.87	2.82	2.29	51.93	16.44	28.31	3.31
NEW JERSEY	92.38	6.08	1.13	0.41	28.13	40.54	28.67	2.87
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	99.51	0.47	0.00	0.02	13.25	77.17	7.72	1.86
NORTH CAROLINA	96.70	3.17	0.01	0.13	42.91	33.46	3.49	20.15
NORTH DAKOTA	90.62	9.38	0.00	0.00	30.17	45.69	24.14	0.00
OHIO	97.83	1.24	0.24	0.69	5.34	35.16	37.40	22.10
OKLAHOMA	98.79	0.41	0.00	0.80	29.39	68.82	0.18	1.61
OREGON	94.20	3.24	0.05	2.52	62.78	30.33	3.74	3.14
PENNSYLVANIA	41.34	43.24	13.58	1.84	42.33	43.15	12.63	1.90
PUERTO RICO	0.10	36.11	50.51	13.27	-	20.81	75.62	3.58
RHODE ISLAND	98.72	0.61	0.61	0.05	55.27	22.48	19.44	2.81
SOUTH CAROLINA	99.55	0.45	-	-	61.44	36.51	1.15	0.90
SOUTH DAKOTA	88.83	11.11	0.06	-	29.96	47.94	19.48	2.62
TENNESSEE	99.40	0.20	0.30	0.10	46.97	21.07	27.97	4.00
TEXAS	97.29	2.07	0.61	0.02	47.56	21.21	20.24	10.99
UTAH	98.10	0.56	1.27	0.07	80.26	12.48	5.32	1.94
VERMONT	96.67	0.53	0.80	0.00	62.80	3.19	29.41	4.90
VIRGINIA	97.06	2.20	0.01	0.73	20.47	40.76	35.72	3.05
WASHINGTON	97.45	2.19	0.36	-	26.95	67.52	5.34	0.20
WEST VIRGINIA	98.59	0.35	0.81	0.26	43.39	48.85	7.15	0.61
WISCONSIN	100.00	0.00	0.00	0.00	0.93	97.48	1.61	0.00
WYOMING	77.41	0.84	13.21	8.54	17.23	68.08	4.24	10.45
AMERICAN SAMOA	-	-	-	-	-	-	-	-
GUAM	79.29	20.71	0.00	-	3.45	96.55	0.00	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	12.99	87.01	-	-	-	-	-	100.00
BUR. OF INDIAN AFFAIRS	94.79	5.21	-	-	93.01	6.99	-	-
U.S. AND TERRITORIES	92.43	5.36	1.43	0.78	42.14	42.21	12.58	3.07

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	LEARNING DISABLED				MENTALLY RETARDED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	96.67	3.30	0.02	0.02	23.71	75.89	0.22	0.18
ALASKA	92.07	7.24	0.69	-	49.06	29.01	21.84	0.11
ARIZONA	86.48	13.22	0.30	-	30.20	65.38	4.42	-
ARKANSAS	96.81	2.75	0.38	0.06	61.87	17.60	20.48	0.05
CALIFORNIA	74.35	24.54	0.94	0.16	2.93	96.25	0.51	0.31
COLORADO	11.65	88.14	0.19	0.01	3.08	78.85	12.70	5.37
CONNECTICUT	87.11	11.96	0.67	0.27	29.72	63.47	5.14	1.67
DELAWARE	81.44	18.28	0.00	0.27	48.83	50.02	0.00	1.15
DISTRICT OF COLUMBIA	0.00	78.64	21.36	0.00	0.00	13.45	86.55	0.00
FLORIDA	85.62	14.38	-	-	30.32	69.68	-	-
GEORGIA	92.15	6.47	0.06	1.32	56.49	42.13	1.22	0.16
HAWAII	43.25	56.52	0.23	-	45.19	44.63	10.18	-
IDAHO	72.49	27.10	0.41	0.00	1.25	68.99	29.00	0.75
ILLINOIS	75.19	22.99	1.78	0.04	37.83	44.12	18.00	0.04
INDIANA	74.67	25.29	0.00	0.04	12.07	85.39	0.02	2.52
IOWA	89.45	10.31	-	0.23	20.23	75.89	3.07	0.81
KANSAS	85.56	14.02	0.37	0.04	7.50	85.32	6.74	0.44
KENTUCKY	87.70	10.79	1.43	0.07	54.66	40.92	3.91	0.51
LOUISIANA	77.88	19.85	1.50	0.77	13.88	57.04	26.92	2.16
MAINE	97.16	1.84	0.04	0.96	77.45	9.75	11.05	1.75
MARYLAND	75.43	21.11	3.42	0.04	18.94	44.10	36.83	0.13
MASSACHUSETTS	78.36	14.87	5.55	1.21	78.27	14.81	5.72	1.20
MICHIGAN	78.71	21.07	0.02	0.20	27.37	68.07	4.25	0.32
MINNESOTA	94.84	4.39	0.68	0.09	48.45	41.67	9.64	0.24
MISSISSIPPI	91.75	8.02	0.24	-	51.23	42.03	5.97	0.77
MISSOURI	88.88	10.84	0.11	0.17	27.06	60.54	12.06	0.33
MONTANA	91.07	8.80	0.14	0.00	46.13	48.62	5.24	0.00
NEBRASKA	100.00	0.00	0.00	0.00	67.47	29.33	3.20	0.00
NEVADA	93.49	5.48	0.00	1.03	30.39	32.43	27.67	9.51
NEW HAMPSHIRE	92.74	4.49	2.34	0.43	57.18	23.51	16.67	2.64
NEW JERSEY	62.67	33.54	3.43	0.36	9.89	77.38	11.40	1.33
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	88.00	12.00	0.00	0.00	8.79	85.04	5.98	0.19
NORTH CAROLINA	93.94	6.04	-	0.02	70.63	22.82	6.34	0.41
NORTH DAKOTA	99.56	0.44	0.00	0.00	6.18	84.75	9.00	0.00
OHIO	78.29	21.55	0.03	0.13	1.50	79.21	17.89	1.40
OKLAHOMA	97.20	2.68	0.03	0.10	43.91	46.30	9.51	0.28
OREGON	92.77	5.45	0.44	1.33	41.91	54.79	2.62	0.68
PENNSYLVANIA	43.48	43.05	11.51	1.97	43.28	43.00	11.76	1.95
PUERTO RICO	4.39	77.79	16.22	1.60	0.14	72.17	19.81	7.88
RHODE ISLAND	87.79	10.83	1.25	0.13	31.03	54.04	14.67	0.27
SOUTH CAROLINA	91.43	8.45	0.12	-	62.08	36.59	0.71	0.61
SOUTH DAKOTA	88.86	10.48	0.86	-	31.09	49.76	18.58	0.57
TENNESSEE	92.30	6.60	1.00	0.10	62.70	25.00	12.00	0.30
TEXAS	90.52	7.83	1.51	0.14	44.60	39.53	15.66	0.21
UTAH	95.26	4.44	0.26	0.04	27.88	49.15	20.92	2.05
VERMONT	98.95	0.29	0.76	0.00	51.70	46.97	1.34	0.00
VIRGINIA	78.30	22.23	1.01	0.46	17.93	77.01	4.35	0.71
WASHINGTON	60.91	38.76	0.32	0.00	13.32	81.42	5.20	0.06
WEST VIRGINIA	93.59	5.94	0.26	0.21	45.69	40.82	13.02	0.47
WISCONSIN	99.90	0.10	0.00	0.00	0.39	94.44	5.18	0.00
WYOMING	33.42	52.32	6.07	9.20	28.84	53.34	13.70	3.12
AMERICAN SAMOA	48.95	48.95	2.10	0.00	0.00	81.25	0.00	18.75
GUAM	100.00	-	0.00	-	89.59	-	10.41	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	76.85	23.15	-	-	54.27	20.98	24.76	-
U.S. AND TERRITORIES	81.11	17.32	1.30	0.27	33.04	56.66	9.48	0.81

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	17.08	1.18	0.00	81.76	48.44	42.89	0.21	10.46
ALASKA	51.52	38.38	7.07	3.03	90.00	27.61	20.15	2.24
ARIZONA	1.09	-	0.34	98.57	70.45	21.97	7.58	-
ARKANSAS	34.14	-	17.22	48.64	40.05	2.02	53.65	4.28
CALIFORNIA	76.01	17.61	0.29	6.09	55.34	41.79	0.04	2.94
COLORADO	-	-	-	-	15.71	34.25	9.41	40.64
CONNECTICUT	56.30	22.28	11.14	10.28	59.03	24.52	6.94	9.52
DELAWARE	100.00	0.00	0.00	0.00	10.83	87.92	0.00	1.25
DISTRICT OF COLUMBIA	0.00	0.00	37.02	62.98	0.00	0.00	40.52	59.48
FLORIDA	-	-	-	100.00	34.67	65.33	-	-
GEORGIA	2.19	4.94	0.15	92.72	67.88	21.80	1.02	9.30
HAWAII	34.39	40.32	25.30	-	-	-	-	-
IDAHO	70.67	14.67	0.00	14.67	89.94	21.10	6.94	2.02
ILLINOIS	84.08	14.99	7.88	23.09	23.30	34.30	37.71	4.70
INDIANA	1.35	10.10	0.00	88.55	27.28	68.45	0.00	4.26
IOWA	-	-	100.00	-	47.86	39.03	-	13.11
KANSAS	-	-	-	-	5.10	6.83	21.73	66.34
KENTUCKY	16.03	7.92	4.01	72.04	53.02	13.26	9.12	24.60
LOUISIANA	61.84	28.26	9.90	-	8.49	63.43	27.78	0.31
MAINE	37.12	9.97	22.44	30.47	48.98	23.11	8.76	21.17
MARYLAND	3.98	0.37	1.53	94.12	12.12	4.76	29.58	53.54
MASSACHUSETTS	78.37	14.78	5.66	1.20	78.60	14.39	5.90	1.11
MICHIGAN	-	-	-	-	39.46	42.65	14.72	3.18
MINNESOTA	45.27	5.54	3.59	46.60	65.44	23.82	7.54	3.21
MISSISSIPPI	-	-	-	-	16.30	38.69	6.08	38.93
MISSOURI	73.95	11.78	5.32	9.94	48.04	45.03	3.85	3.08
MONTANA	5.75	12.26	0.00	81.99	21.16	18.52	0.00	60.32
NEBRASKA	-	-	-	-	34.49	65.51	0.00	0.00
NEVADA	1.27	0.00	0.00	98.73	89.68	5.32	21.28	3.72
NEW HAMPSHIRE	83.84	5.56	7.58	3.03	79.31	2.30	18.09	2.30
NEW JERSEY	40.14	37.05	2.74	20.07	23.27	39.12	35.95	1.67
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	11.96	74.29	9.09	4.66	7.82	65.66	11.25	15.28
NORTH CAROLINA	42.97	6.89	6.18	43.96	42.11	30.80	19.33	7.77
NORTH DAKOTA	0.00	0.00	0.00	100.00	7.94	57.14	30.95	3.97
OHIO	-	-	-	-	5.31	33.83	15.22	45.65
OKLAHOMA	73.01	10.23	0.85	15.91	44.92	41.85	0.92	12.31
OREGON	60.03	1.72	4.29	33.96	63.40	20.63	3.77	12.20
PENNSYLVANIA	41.57	43.09	13.56	1.77	39.29	43.40	15.57	1.74
PUERTO RICO	-	29.41	65.36	5.23	-	50.57	40.32	9.11
RHODE ISLAND	10.20	0.85	1.70	87.25	58.73	18.52	20.11	2.65
SOUTH CAROLINA	7.73	23.20	0.55	68.51	27.40	39.87	0.90	31.83
SOUTH DAKOTA	4.65	30.23	-	65.12	13.77	23.91	55.07	7.25
TENNESSEE	6.59	0.50	0.92	91.99	37.69	14.99	15.29	32.02
TEXAS	24.75	8.29	9.64	57.32	28.51	17.21	22.31	31.97
UTAH	59.12	24.82	11.68	4.38	34.80	37.90	26.69	1.01
VERMONT	73.42	8.23	18.35	0.00	88.69	4.99	6.71	0.00
VIRGINIA	1.19	0.54	71.80	26.47	17.75	35.80	37.81	8.64
WASHINGTON	35.57	55.28	3.29	5.86	41.76	54.86	2.03	1.35
WEST VIRGINIA	15.90	4.35	1.49	78.26	37.50	34.82	18.75	8.93
WISCONSIN	26.20	0.00	0.00	73.80	100.00	0.00	0.00	0.00
WYOMING	14.61	20.22	61.80	3.37	26.24	6.38	47.52	19.86
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM	-	-	-	-	100.00	-	0.00	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	73.33	20.00	-	6.67	76.92	23.08	-	-
U.S. AND TERRITORIES	38.88	32.30	6.34	22.69	35.85	36.52	13.04	14.59

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	MULTI-HANDICAPPED				HARD OF HEARING/DEAF			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	2.51	91.88	1.60	4.21	34.84	31.41	33.86	0.39
ALASKA	9.52	-	90.48	-	51.13	43.61	4.51	0.75
ARIZONA	16.84	41.18	41.99	-	48.98	8.75	42.27	-
ARKANSAS	28.11	26.04	45.12	0.74	49.84	7.91	42.48	-
CALIFORNIA	-	-	-	-	18.38	81.08	0.30	0.28
COLORADO	4.77	82.77	31.26	1.19	36.93	49.01	13.86	0.20
CONNECTICUT	-	-	-	-	59.77	19.43	20.17	0.63
DELAWARE	29.55	59.09	0.00	11.36	19.34	75.14	0.00	5.52
DISTRICT OF COLUMBIA	0.00	0.00	70.83	29.17	0.00	72.00	28.00	0.00
FLORIDA	-	100.00	-	-	-	100.00	-	-
GEORGIA	19.91	73.62	4.66	1.81	90.03	26.30	17.10	6.58
HAWAII	-	87.01	12.99	-	42.96	31.55	25.49	-
IDAHO	0.00	82.60	17.40	0.00	21.72	40.75	37.53	0.00
ILLINOIS	11.39	53.90	34.72	0.99	24.27	67.20	8.48	0.06
INDIANA	1.49	76.12	8.34	14.05	17.76	43.22	36.01	3.01
IOWA	-	95.22	3.13	1.64	32.84	38.62	25.78	5.26
KANSAS	0.00	100.00	0.00	0.00	26.29	30.71	42.63	0.37
KENTUCKY	30.67	39.05	23.16	7.12	23.08	17.68	58.02	1.23
LOUISIANA	9.68	66.49	23.83	-	16.65	43.39	39.95	-
MAINE	76.20	21.45	0.00	2.34	57.23	12.50	27.73	2.54
MARYLAND	8.35	5.43	84.55	1.66	49.05	15.35	34.23	1.37
MASSACHUSETTS	78.98	15.11	6.12	1.80	78.35	14.99	5.46	1.20
MICHIGAN	0.14	75.44	22.08	2.34	40.48	58.68	0.15	0.70
MINNESOTA	-	-	-	-	62.36	23.51	14.01	0.12
MISSISSIPPI	6.45	37.10	34.95	21.51	37.64	21.15	37.36	3.85
MISSOURI	-	-	-	-	70.15	19.71	10.06	0.08
MONTANA	79.21	17.78	3.01	0.00	49.37	6.88	43.75	0.00
NEBRASKA	0.00	100.00	0.00	0.00	9.68	56.40	33.91	0.00
NEVADA	5.32	6.08	83.85	4.94	48.59	48.19	0.00	3.21
NEW HAMPSHIRE	27.88	19.39	48.48	4.24	67.73	5.18	25.90	1.20
NEW JERSEY	2.96	61.89	32.74	2.61	25.29	39.86	33.47	1.38
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	45.09	19.91	34.95	0.05
NORTH CAROLINA	28.95	49.52	14.52	7.00	46.11	9.81	42.66	1.42
NORTH DAKOTA	-	-	-	-	25.57	45.90	28.63	0.00
OHIO	16.92	61.81	10.99	10.28	20.16	60.19	17.85	1.80
OKLAHOMA	19.22	71.87	0.78	8.13	37.01	34.83	26.94	1.22
OREGON	23.63	69.37	6.56	0.44	63.05	21.29	15.03	0.63
PENNSYLVANIA	37.61	43.44	17.49	1.46	39.79	43.20	15.27	1.73
PUERTO RICO	-	8.13	89.78	24.09	0.37	57.14	33.36	9.13
RHODE ISLAND	31.40	17.44	50.00	1.16	37.93	9.91	50.86	1.29
SOUTH CAROLINA	25.26	65.40	3.11	6.23	52.65	45.45	1.64	0.25
SOUTH DAKOTA	15.96	50.00	32.79	1.23	67.12	3.50	25.61	3.77
TENNESSEE	30.01	47.94	28.03	4.01	57.80	18.28	23.60	0.31
TEXAS	60.78	24.94	12.90	1.78	44.21	32.05	23.19	0.54
UTAH	1.72	4.35	88.30	5.62	37.31	6.74	46.89	9.07
VERMONT	100.00	0.00	0.00	0.00	61.38	7.78	30.84	0.00
VIRGINIA	0.51	51.86	41.13	6.70	34.35	35.46	29.40	0.79
WASHINGTON	0.95	93.91	5.39	0.14	28.76	70.97	0.27	-
WEST VIRGINIA	8.92	47.13	8.28	35.67	36.57	22.86	38.10	2.48
WISCONSIN	0.00	100.00	0.00	0.00	4.50	75.33	20.17	0.00
WYOMING	24.86	0.00	75.14	0.00	87.78	8.79	2.71	2.71
AMERICAN SAMOA	0.00	100.00	0.00	0.00	12.00	88.00	0.00	0.00
GUAM	-	-	95.92	4.08	65.32	34.68	0.00	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	100.00	-	-
BUR. OF INDIAN AFFAIRS	50.29	20.35	29.36	-	93.86	4.39	1.75	-
U.S. AND TERRITORIES	31.42	41.64	23.35	3.58	40.52	37.90	20.35	1.23

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	VISUALLY HANDICAPPED				DEAF BLIND			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	85.82	11.21	22.61	0.55	9.76	36.59	53.66	0.00
ALASKA	88.27	4.81	25.00	1.92	-	-	100.00	-
ARIZONA	89.50	1.76	28.74	-	-	-	100.00	-
ARKANSAS	42.40	0.88	95.85	0.88	83.33	16.67	-	-
CALIFORNIA	50.31	48.99	0.27	0.43	5.81	92.06	0.93	1.40
COLORADO	86.57	17.40	13.54	2.49	2.27	25.00	36.36	36.36
CONNECTICUT	79.89	7.19	12.19	0.94	-	-	-	-
DELAWARE	84.17	17.26	20.24	8.33	13.64	86.36	0.00	0.00
DISTRICT OF COLUMBIA	48.28	17.24	34.48	0.00	0.00	0.00	80.00	20.00
FLORIDA	79.42	20.58	-	-	1.56	98.44	-	-
GEORGIA	45.61	21.35	32.46	0.58	6.98	37.21	53.49	2.33
HAWAII	47.06	39.22	13.73	-	-	60.87	39.13	-
IDAHO	40.39	14.78	44.83	0.00	0.00	13.89	86.11	0.00
ILLINOIS	99.88	31.58	8.48	0.07	33.93	37.50	28.57	0.00
INDIANA	50.00	15.59	29.74	4.66	54.00	42.00	4.00	0.00
IOWA	42.73	23.64	24.85	8.79	-	61.54	38.46	-
KANSAS	61.75	12.35	25.50	0.40	2.65	0.00	90.27	7.08
KENTUCKY	54.24	5.54	39.48	0.74	65.52	17.24	13.79	3.45
LOUISIANA	48.81	24.23	26.62	0.34	-	12.26	87.74	-
MAINE	80.11	13.66	10.93	15.30	0.00	100.00	0.00	0.00
MARYLAND	57.24	1.71	40.26	0.79	20.00	2.86	77.14	0.00
MASSACHUSETTS	78.30	14.81	5.70	1.29	78.80	14.78	5.54	1.11
MICHIGAN	87.57	28.03	2.64	1.76	-	-	-	-
MINNESOTA	87.22	10.99	1.35	0.45	2.27	2.27	95.45	0.00
MISSISSIPPI	46.67	14.81	36.30	2.22	-	36.36	45.45	18.18
MISSOURI	52.36	13.15	14.18	0.31	-	-	-	-
MONTANA	26.13	3.02	70.85	0.00	7.69	0.00	92.31	0.00
NEBRASKA	65.78	7.49	26.74	0.00	-	-	-	-
NEVADA	76.12	10.45	0.00	13.43	-	-	-	-
NEW HAMPSHIRE	91.80	3.05	4.58	0.76	50.00	0.00	50.00	0.00
NEW JERSEY	76.80	15.60	7.20	0.40	94.53	3.92	1.55	0.00
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	70.29	16.04	13.27	0.40	-	-	-	-
NORTH CAROLINA	88.63	3.32	27.41	0.64	4.76	9.52	33.33	52.38
NORTH DAKOTA	20.24	45.24	33.33	1.19	0.00	0.00	100.00	0.00
OHIO	89.38	21.91	8.15	0.56	-	-	-	-
OKLAHOMA	50.47	12.93	35.02	1.58	5.88	82.35	5.88	5.88
OREGON	93.77	2.62	3.28	0.33	-	-	-	-
PENNSYLVANIA	41.63	43.21	13.32	1.84	43.33	42.86	11.43	2.38
PUERTO RICO	-	6.91	90.03	3.06	-	9.17	83.17	7.87
RHODE ISLAND	88.97	6.90	16.97	5.17	25.00	-	75.00	-
SOUTH CAROLINA	91.20	7.94	0.86	-	4.76	76.19	9.52	9.52
SOUTH DAKOTA	32.61	8.70	58.70	-	-	-	100.00	-
TENNESSEE	66.39	5.55	26.10	1.95	0.00	43.48	56.52	0.00
TEXAS	73.84	19.64	5.92	0.61	7.61	20.65	69.02	2.72
UTAH	40.65	2.71	39.57	17.07	4.35	0.00	91.30	4.35
VERMONT	79.35	14.13	6.52	0.00	23.53	76.47	0.00	0.00
VIRGINIA	19.75	2.37	76.51	1.36	34.78	10.43	54.78	0.00
WASHINGTON	64.47	34.87	0.33	0.33	6.67	80.00	13.33	-
WEST VIRGINIA	48.26	8.19	40.93	4.63	9.09	0.00	90.91	0.00
WISCONSIN	3.73	60.27	36.00	0.00	0.00	0.00	100.00	0.00
WYOMING	47.22	41.67	11.11	0.00	0.00	0.00	100.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	100.00	0.00	0.00
GUAM	87.23	-	12.77	-	-	-	100.00	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	76.19	14.29	9.52	-	-	-	-	-
U.S. AND TERRITORIES	57.05	19.65	21.88	1.43	38.33	22.47	36.24	3.05

(Continued)

Table E, Continued

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1979-1980

STATE	TOTAL			
	REGULAR CLASSES	SEPARATE CLASSES	SEPARATE SCHOOL	OTHER ENVIRONMENTS
ALABAMA	57.81	40.32	0.97	0.90
ALASKA	85.20	10.41	4.27	0.11
ARIZONA	74.48	19.56	3.59	2.37
ARKANSAS	80.97	8.45	10.20	0.38
CALIFORNIA	67.25	30.51	1.23	1.02
COLORADO	28.80	65.52	3.05	2.63
CONNECTICUT	77.90	18.03	2.86	1.21
DELAWARE	73.98	22.43	1.42	2.16
DISTRICT OF COLUMBIA	28.78	27.66	35.35	8.21
FLORIDA	75.09	23.72	-	1.19
GEORGIA	78.16	17.47	1.01	3.37
HAWAII	40.84	54.88	4.28	-
IDAHO	59.96	30.67	9.00	0.36
ILLINOIS	66.67	23.93	8.99	0.41
INDIANA	63.28	34.21	0.78	1.72
IOWA	65.04	26.62	1.53	6.81
KANSAS	60.96	30.68	5.11	3.25
KENTUCKY	74.95	18.78	4.25	2.02
LOUISIANA	56.64	30.47	11.48	1.40
MAINE	86.62	6.34	4.66	2.39
MARYLAND	64.99	18.71	12.40	3.89
MASSACHUSETTS	78.19	14.89	5.70	1.21
MICHIGAN	68.64	27.54	2.60	1.22
MINNESOTA	81.86	13.07	3.82	1.25
MISSISSIPPI	73.25	22.02	3.82	0.90
MISSOURI	74.19	21.78	3.58	0.46
MONTANA	82.16	12.23	3.50	2.12
NEBRASKA	84.29	13.46	2.25	0.00
NEVADA	82.72	9.50	5.25	2.53
NEW HAMPSHIRE	82.10	8.59	7.92	1.39
NEW JERSEY	64.79	27.54	6.69	0.99
NEW MEXICO	-	-	-	-
NEW YORK	41.51	51.15	5.63	1.71
NORTH CAROLINA	81.43	13.06	3.95	1.56
NORTH DAKOTA	89.19	25.82	4.26	0.74
OHIO	58.76	34.16	7.01	2.06
OKLAHOMA	82.78	13.89	2.69	0.64
OREGON	83.79	12.60	1.25	2.35
PENNSYLVANIA	42.29	43.13	12.68	1.90
PUERTO RICO	0.63	55.40	36.08	7.89
RHODE ISLAND	79.40	13.68	4.88	2.04
SOUTH CAROLINA	79.67	18.98	0.41	0.94
SOUTH DAKOTA	76.75	16.95	5.61	0.68
TENNESSEE	79.92	10.66	5.99	3.42
TEXAS	81.01	11.55	5.00	2.43
UTAH	80.02	10.44	8.27	1.28
VERMONT	84.33	12.38	3.12	0.17
VIRGINIA	63.89	26.48	8.09	1.54
WASHINGTON	54.49	43.37	1.90	0.24
WEST VIRGINIA	73.17	18.09	6.17	2.57
WISCONSIN	62.48	34.86	1.95	0.71
WYOMING	53.06	25.39	13.83	7.73
AMERICAN SAMOA	29.44	65.73	1.21	3.63
GUAM	78.73	9.91	11.14	0.21
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	3.81	88.94	6.58	0.67
BUR. OF INDIAN AFFAIRS	75.74	17.81	6.41	0.04
U.S. AND TERRITORIES	67.70	25.45	5.13	1.71

Appendix 4

Table A

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	MENTALLY RETARDED				LEARNING DISABLED			
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	2,475	2,323	2,092	2,264	314	483	653	461
ALASKA	112	91	88	119	279	337	302	233
ARIZONA	1,028	582	611	644	1,093	973	1,430	1,847
ARKANSAS	814	823	846	954	239	411	630	718
CALIFORNIA	3,210	3,443	3,314	3,392	4,933	6,723	7,871	6,826
COLORADO	880	748	678	998	1,209	1,268	1,299	1,415
CONNECTICUT	1,187	845	691	691	1,337	1,095	1,249	1,249
DELAWARE	213	222	247	190	320	285	487	522
DISTRICT OF COLUMBIA	275	272	302	199	132	126	47	200
FLORIDA	2,761	2,694	2,251	2,120	1,809	1,765	2,302	2,735
GEORGIA	2,319	2,319	2,138	2,260	835	835	1,305	1,489
HAWAII	178	173	173	135	393	393	393	462
IDAHO	303	187	239	223	373	410	431	409
ILLINOIS	4,104	3,853	3,982	4,162	2,863	3,564	4,281	4,896
INDIANA	1,987	2,256	2,256	2,351	279	536	536	1,083
IOWA	1,224	1,435	1,607	1,578	1,036	1,117	1,706	1,740
KANSAS	790	797	826	742	559	682	699	802
KENTUCKY	1,881	3,436	1,564	1,649	635	1,372	905	1,035
LOUISIANA	1,853	1,739	1,730	1,653	784	899	1,531	3,296
MAINE	219	139	903	430	176	216	595	404
MARYLAND	1,349	1,207	1,346	1,447	1,712	1,774	2,052	2,264
MASSACHUSETTS	1,609	1,588	1,654	1,510	1,005	1,392	1,379	1,988
MICHIGAN	3,382	3,382	3,354	3,081	1,259	1,258	1,837	1,468
MINNESOTA	1,679	1,508	1,671	1,740	1,905	2,272	2,359	2,686
MISSISSIPPI	1,295	1,361	1,531	1,460	272	329	512	638
MISSOURI	1,923	2,042	1,997	654	1,094	1,337	1,752	1,931
MONTANA	246	246	-	257	442	442	-	91
NEBRASKA	728	728	728	602	227	227	227	206
NEVADA	139	141	107	107	254	269	339	339
NEW HAMPSHIRE	181	181	226	229	181	181	226	228
NEW JERSEY	1,436	1,612	1,269	1,376	1,231	1,372	1,955	3,113
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	4,195	4,195	3,522	3,529	2,398	2,398	3,282	4,060
NORTH CAROLINA	3,043	2,375	2,891	2,650	419	731	1,095	1,436
NORTH DAKOTA	194	205	211	236	128	149	155	159
OHIO	4,070	6,157	6,643	5,526	1,636	1,738	2,602	2,993
OKLAHOMA	889	991	1,139	1,082	834	779	1,135	1,131
OREGON	406	390	373	387	729	638	479	496
PENNSYLVANIA	5,162	4,891	3,897	3,697	1,397	2,392	2,223	2,223
PUERTO RICO	506	483	386	388	31	77	55	67
RHODE ISLAND	180	178	248	225	195	286	300	367
SOUTH CAROLINA	1,928	2,028	1,834	1,577	468	535	637	798
SOUTH DAKOTA	186	183	190	188	139	25	153	105
TENNESSEE	1,485	1,577	1,556	1,863	1,640	933	919	934
TEXAS	1,934	4,961	1,843	3,271	1,878	4,493	3,275	5,552
UTAH	148	290	344	226	10	311	349	375
VERMONT	106	189	198	236	47	89	132	140
VIRGINIA	1,686	1,883	1,867	1,385	966	1,222	1,432	1,814
WASHINGTON	979	930	778	618	517	715	727	1,098
WEST VIRGINIA	892	840	889	1,073	272	294	330	650
WISCONSIN	1,771	1,772	1,856	1,760	1,245	1,425	1,852	1,750
WYOMING	138	108	96	114	228	276	312	287
AMERICAN SAMOA	8	8	8	9	2	2	15	8
GUAM	44	85	-	-	6	-	-	-
NORTHERN MARIANAS	-	3	-	-	-	0	-	-
TRUST TERRITORIES	9	9	12	-	4	10	30	-
VIRGIN ISLANDS	46	46	-	-	7	6	-	-
BUR. OF INDIAN AFFAIRS	80	90	127	116	47	98	126	115
U.S. AND TERRITORIES	71,681	75,755	70,922	68,651	44,003	53,933	62,605	74,992

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	EMOTIONALLY DISTURBED				SPEECH IMPAIRED			
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	78	167	415	364	188	302	418	343
ALASKA	30	33	25	32	45	54	64	68
ARIZONA	440	343	360	433	0	24	103	-
ARKANSAS	27	42	30	99	150	172	-	313
CALIFORNIA	2,304	2,166	2,239	2,186	651	789	854	681
COLORADO	387	421	388	389	226	273	392	436
CONNECTICUT	906	444	308	308	-	58	-	0
DELAWARE	171	156	194	220	82	9	2	2
DISTRICT OF COLUMBIA	107	209	96	204	20	5	10	14
FLORIDA	835	983	917	1,074	709	757	797	829
GEORGIA	551	551	706	848	460	480	461	624
HAWAII	34	50	50	51	-	-	-	19
IDAHO	46	25	36	30	90	-	-	0
ILLINOIS	2,572	640	2,026	2,219	1,656	1,863	1,794	1,867
INDIANA	184	218	218	327	683	719	719	14
IOWA	201	333	322	328	27	7	65	65
KANSAS	226	322	327	393	-	-	-	-
KENTUCKY	185	375	306	316	372	403	432	0
LOUISIANA	229	276	318	374	-	291	-	898
MAINE	26	138	484	297	1	42	143	120
MARYLAND	271	183	243	404	418	245	336	238
MASSACHUSETTS	1,098	1,114	1,103	1,351	1,905	1,980	1,930	2,305
MICHIGAN	1,356	1,355	1,581	1,306	1,370	1,370	0	1,298
MINNESOTA	260	278	331	147	658	845	759	831
MISSISSIPPI	6	11	28	33	251	-	13	301
MISSOURI	491	535	536	862	854	716	847	813
MONTANA	49	44	-	111	198	198	-	80
NEBRASKA	126	126	126	85	-	282	282	213
NEVADA	33	31	32	32	39	44	50	50
NEW HAMPSHIRE	172	172	212	214	161	161	201	203
NEW JERSEY	950	1,078	781	2,136	1,251	1,348	1,154	246
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	3,230	3,230	3,143	3,877	1,286	1,286	1,701	2,145
NORTH CAROLINA	229	288	331	896	10	49	391	457
NORTH DAKOTA	16	11	19	19	0	-	0	0
OHIO	210	324	438	623	-	-	-	1,288
OKLAHOMA	27	41	60	76	252	324	338	418
OREGON	102	141	193	134	188	151	175	185
PENNSYLVANIA	1,090	987	917	917	-	-	1,655	1,655
PUERTO RICO	20	28	38	38	17	23	12	57
RHODE ISLAND	92	77	55	75	0	15	143	25
SOUTH CAROLINA	248	220	228	339	488	415	431	415
SOUTH DAKOTA	25	7	28	18	1	50	126	-
TENNESSEE	355	141	215	215	860	807	488	-
TEXAS	389	582	984	644	1,624	1,918	78	1,961
UTAH	49	137	200	364	0	96	67	340
VERMONT	28	73	82	112	0	0	0	17
VIRGINIA	284	388	424	443	913	859	681	927
WASHINGTON	365	386	365	314	-	51	28	395
WEST VIRGINIA	87	65	72	211	307	353	121	193
WISCONSIN	564	705	801	892	930	1,008	1,038	1,139
WYOMING	38	36	30	30	0	8	10	-
AMERICAN SAMOA	0	0	0	-	2	2	4	2
GUAM	0	1	-	-	1	2	-	-
NORTHERN MARIANAS	-	0	-	-	-	0	-	-
TRUST TERRITORIES	9	9	11	-	7	7	10	-
VIRGIN ISLANDS	4	8	-	-	4	5	-	-
BUR. OF INDIAN AFFAIRS	10	39	62	97	6	24	41	38
U.S. AND TERRITORIES	21,709	20,743	23,296	26,708	18,982	19,799	19,105	24,170

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	OTHER HEALTH IMPAIRED				ORTHOPEDICALLY IMPAIRED			
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	81	-	38	39	88	30	33	47
ALASKA	8	5	6	2	10	8	16	12
ARIZONA	1	7	54	63	78	18	29	36
ARKANSAS	80	80	8	10	84	84	8	12
CALIFORNIA	411	482	293	617	645	672	680	857
COLORADO	-	-	-	0	64	58	87	35
CONNECTICUT	38	30	183	63	111	25	26	26
DELAWARE	1	-	0	0	29	31	35	33
DISTRICT OF COLUMBIA	21	17	-	5	21	15	29	28
FLORIDA	300	141	191	306	214	181	88	185
GEORGIA	152	152	72	122	109	109	96	25
HAWAII	128	-	-	-	15	30	20	22
IDAHO	28	-	-	0	12	1	2	2
ILLINOIS	-	-	-	-	705	401	297	387
INDIANA	102	-	110	1	83	58	58	53
IOWA	65	67	128	131	67	79	117	119
KANSAS	26	74	48	-	17	18	16	14
KENTUCKY	153	178	-	0	33	23	19	19
LOUISIANA	127	44	142	103	63	97	66	43
MAINE	-	52	29	15	8	-	61	19
MARYLAND	28	9	1	0	68	75	88	84
MASSACHUSETTS	128	117	-	318	340	279	276	16
MICHIGAN	155	155	448	-	323	323	161	959
MINNESOTA	136	301	196	271	87	107	32	32
MISSISSIPPI	-	-	14	0	18	14	-	48
MISSOURI	0	9	-	97	81	91	91	94
MONTANA	1	1	-	51	13	13	-	75
NEBRASKA	8	-	-	0	43	43	43	18
NEVADA	30	25	25	25	19	19	11	11
NEW HAMPSHIRE	131	131	184	166	121	121	151	153
NEW JERSEY	343	388	14	138	88	99	45	84
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	1,658	1,658	1,544	2,179	154	154	232	244
NORTH CAROLINA	41	34	33	51	40	95	131	60
NORTH DAKOTA	0	4	4	0	2	-	3	0
OHIO	86	-	317	0	200	217	-	309
OKLAHOMA	0	-	-	35	35	81	31	33
OREGON	24	11	39	12	27	33	33	25
PENNSYLVANIA	-	-	-	-	503	302	333	333
PUERTO RICO	21	13	-	-	4	15	12	12
RHODE ISLAND	0	1	-	0	16	9	51	8
SOUTH CAROLINA	124	6	8	8	67	73	57	88
SOUTH DAKOTA	2	1	4	3	11	0	16	16
TENNESSEE	270	106	134	136	35	437	185	195
TEXAS	-	559	562	22	480	-	1,495	251
UTAH	84	8	9	12	8	12	16	13
VERMONT	5	5	5	21	5	6	6	21
VIRGINIA	11	35	6	5	58	38	62	36
WASHINGTON	5	117	15	67	36	27	115	40
WEST VIRGINIA	80	81	49	92	43	37	80	35
WISCONSIN	34	42	43	39	118	117	145	123
WYOMING	4	14	2	2	6	8	2	2
AMERICAN SAMOA	1	1	2	-	1	1	1	-
GUAM	0	-	-	-	0	-	-	-
NORTHERN MARIANAS	-	0	-	-	-	0	-	-
TRUST TERRITORIES	5	5	7	-	3	3	9	-
VIRGIN ISLANDS	0	2	-	-	2	4	-	-
BUR. OF INDIAN AFFAIRS	-	5	2	9	3	3	4	6
U.S. AND TERRITORIES	4,975	5,134	4,918	5,124	5,344	4,733	5,699	4,727

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

STATE	MULTIHANDICAPPED				HARD OF HEARING / DEAF			
	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	-	210	173	313	49	37	106	106
ALASKA	-	-	-	9	22	20	26	26
ARIZONA	-	-	60	226	150	91	67	133
ARKANSAS	-	-	-	69	71	91	58	33
CALIFORNIA	-	-	-	-	947	992	1,026	873
COLORADO	-	-	-	89	133	136	142	135
CONNECTICUT	-	-	-	100	338	859	25	25
DELAWARE	-	-	4	5	40	26	26	27
DISTRICT OF COLUMBIA	-	-	257	11	20	32	19	8
FLORIDA	-	-	-	0	265	221	485	374
GEORGIA	-	-	-	111	327	327	187	156
HAWAII	-	25	25	16	52	60	60	62
IDAHO	-	-	4	4	55	11	17	18
ILLINOIS	-	-	1,071	21	588	553	625	671
INDIANA	-	110	-	139	218	231	231	216
IOWA	-	-	-	115	184	248	266	264
KANSAS	-	-	-	16	98	103	99	100
KENTUCKY	-	-	60	89	123	291	63	73
LOUISIANA	-	-	-	68	148	209	202	116
MAINE	-	-	-	129	29	25	79	24
MARYLAND	-	-	-	248	134	117	128	125
MASSACHUSETTS	-	-	-	16	219	318	345	366
MICHIGAN	-	-	-	149	443	443	488	389
MINNESOTA	-	-	-	0	71	141	174	178
MISSISSIPPI	-	-	43	60	107	21	113	34
MISSOURI	-	-	-	75	150	136	140	114
MONTANA	-	-	-	30	16	16	-	41
NEBRASKA	-	-	-	5	65	65	65	60
NEVADA	-	-	-	-	23	25	25	25
NEW HAMPSHIRE	-	-	-	11	40	40	52	57
NEW JERSEY	-	-	-	175	196	225	126	276
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	-	-	-	-	419	419	513	534
NORTH CAROLINA	-	-	87	92	213	218	290	312
NORTH DAKOTA	-	-	-	0	9	21	22	15
OHIO	-	127	237	245	381	373	421	387
OKLAHOMA	-	-	180	101	108	89	66	106
OREGON	-	-	-	39	48	40	165	159
PENNSYLVANIA	-	-	53	53	542	408	395	395
PUERTO RICO	-	-	9	9	90	77	69	69
RHODE ISLAND	-	-	-	0	15	2	24	1
SOUTH CAROLINA	-	-	-	25	184	140	141	99
SOUTH DAKOTA	-	-	-	21	32	12	28	23
TENNESSEE	-	-	-	211	230	137	193	203
TEXAS	-	-	-	221	515	-	630	405
UTAH	-	-	-	108	5	18	32	46
VERMONT	-	-	-	19	33	21	20	22
VIRGINIA	-	-	-	477	222	270	257	148
WASHINGTON	-	-	-	93	127	79	137	80
WEST VIRGINIA	-	178	-	31	56	57	114	74
WISCONSIN	-	-	-	-	199	189	227	183
WYOMING	-	-	-	-	28	31	24	23
AMERICAN SAMOA	-	-	-	2	3	3	2	2
GUAM	-	-	-	-	9	12	-	-
NORTHERN MARIANAS	-	-	-	-	-	3	-	-
TRUST TERRITORIES	-	-	-	-	12	12	28	-
VIRGIN ISLANDS	-	-	-	-	6	6	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	0	4	5	9	10
U.S. AND TERRITORIES	-	847	2,231	3,973	8,789	8,708	9,336	8,498

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

	VISUALLY HANDICAPPED			
STATE	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	6	23	17	42
ALASKA	5	4	6	5
ARIZONA	100	38	32	61
ARKANSAS	43	45	46	4
CALIFORNIA	406	454	432	401
COLORADO	43	48	46	50
CONNECTICUT	69	66	31	31
DELAWARE	12	8	10	11
DISTRICT OF COLUMBIA	92	25	87	14
FLORIDA	109	132	163	160
GEORGIA	86	86	75	84
HAWAII	5	9	9	10
IDAHO	44	7	8	9
ILLINOIS	189	221	256	261
INDIANA	77	95	95	78
IOWA	48	38	117	120
KANSAS	40	44	38	33
KENTUCKY	41	106	26	25
LOUISIANA	56	85	73	32
MAINE	-	17	50	26
MARYLAND	52	42	112	107
MASSACHUSETTS	160	117	138	63
MICHIGAN	136	136	140	94
MINNESOTA	42	65	58	46
MISSISSIPPI	22	6	41	11
MISSOURI	22	65	62	36
MONTANA	1	1	-	6
NEBRASKA	33	33	33	25
NEVADA	8	8	9	9
NEW HAMPSHIRE	20	20	26	26
NEW JERSEY	113	128	21	105
NEW MEXICO	-	-	-	-
NEW YORK	356	356	335	409
NORTH CAROLINA	63	68	95	91
NORTH DAKOTA	2	12	3	4
OHIO	119	115	139	122
OKLAHOMA	30	30	10	29
OREGON	34	12	94	31
PENNSYLVANIA	193	177	127	127
PUERTO RICO	7	15	2	3
RHODE ISLAND	7	1	2	0
SOUTH CAROLINA	94	80	79	45
SOUTH DAKOTA	13	12	17	11
TENNESSEE	145	70	75	75
TEXAS	64	103	725	118
UTAH	1	10	13	21
VERMONT	61	3	3	1
VIRGINIA	54	154	39	61
WASHINGTON	18	15	33	1
WEST VIRGINIA	33	35	48	43
WISCONSIN	80	77	113	86
WYOMING	4	5	3	3
AMERICAN SAMOA	1	1	1	1
GUAM	4	3	-	-
NORTHERN MARIANAS	-	0	-	-
TRUST TERRITORIES	4	4	14	-
VIRGIN ISLANDS	2	1	-	-
BUR. OF INDIAN AFFAIRS	1	4	8	8
U.S. AND TERRITORIES	3,470	3,534	4,235	3,365

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

	DEAF-BLIND			
STATE	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	-	83	5	87
ALASKA	-	-	-	5
ARIZONA	-	-	-	-
ARKANSAS	-	-	-	1
CALIFORNIA	-	-	-	76
COLORADO	-	-	-	8
CONNECTICUT	-	-	-	0
DELAWARE	-	6	6	4
DISTRICT OF COLUMBIA	-	-	-	11
FLORIDA	-	-	-	26
GEORGIA	-	-	-	17
HAWAII	-	-	-	1
IDAHO	-	-	-	0
ILLINOIS	-	-	-	-
INDIANA	-	-	-	5
IOWA	-	-	-	10
KANSAS	-	-	-	83
KENTUCKY	-	-	-	0
LOUISIANA	-	-	-	3
MAINE	-	-	-	9
MARYLAND	-	-	-	0
MASSACHUSETTS	-	-	69	16
MICHIGAN	-	-	-	0
MINNESOTA	-	-	-	0
MISSISSIPPI	-	-	5	1
MISSOURI	-	-	-	-
MONTANA	-	-	-	3
NEBRASKA	-	8	8	0
NEVADA	-	-	-	-
NEW HAMPSHIRE	-	-	-	3
NEW JERSEY	-	-	-	4
NEW MEXICO	-	-	-	-
NEW YORK	-	-	-	-
NORTH CAROLINA	-	-	24	19
NORTH DAKOTA	-	-	-	0
OHIO	-	-	-	2
OKLAHOMA	-	-	0	187
OREGON	-	-	-	6
PENNSYLVANIA	-	-	-	-
PUERTO RICO	-	-	108	9
RHODE ISLAND	-	-	-	0
SOUTH CAROLINA	-	-	-	2
SOUTH DAKOTA	-	-	-	4
TENNESSEE	-	-	-	4
TEXAS	-	7	-	60
UTAH	-	-	-	4
VERMONT	-	-	-	3
VIRGINIA	-	-	-	2
WASHINGTON	-	-	-	2
WEST VIRGINIA	-	-	-	5
WISCONSIN	-	-	-	0
WYOMING	-	-	-	-
AMERICAN SAMOA	-	-	-	-
GUAM	-	-	-	-
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	0
U.S. AND TERRITORIES	-	104	225	680

(Continued)

Table A, Continued

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED ANNUALLY
SINCE SCHOOL YEAR 1976 - 1977
TO SERVE HANDICAPPED CHILDREN 0 - 21 YEARS OLD

	ALL CONDITIONS			
STATE	TEACHERS EMPLOYED 1976-77	TEACHERS EMPLOYED 1977-78	TEACHERS EMPLOYED 1978-79	TEACHERS EMPLOYED 1979-80
ALABAMA	3,259	3,638	3,949	3,964
ALASKA	508	542	533	508
ARIZONA	2,888	2,450	2,746	3,145
ARKANSAS	1,456	1,697	1,626	2,171
CALIFORNIA	13,507	15,720	16,509	17,709
COLORADO	3,001	3,050	3,030	3,155
CONNECTICUT	3,984	2,662	2,493	2,493
DELAWARE	838	741	1,014	1,014
DISTRICT OF COLUMBIA	688	712	747	694
FLORIDA	6,602	6,860	7,294	7,709
GEORGIA	4,775	4,695	5,023	5,736
HAWAII	702	730	730	773
IDAHO	851	641	727	695
ILLINOIS	12,679	10,595	14,331	14,463
INDIANA	3,583	4,223	4,223	4,224
IOWA	2,852	3,106	4,328	4,420
KANSAS	1,755	2,038	2,053	2,183
KENTUCKY	3,402	5,582	3,275	3,105
LOUISIANA	3,240	3,641	4,062	6,289
MAINE	1,040	806	2,344	1,473
MARYLAND	4,019	3,652	4,307	4,917
MASSACHUSETTS	6,362	6,880	6,893	7,950
MICHIGAN	8,403	8,403	7,986	8,324
MINNESOTA	4,838	5,463	5,579	5,931
MISSISSIPPI	1,971	1,741	2,298	2,666
MISSOURI	4,415	4,925	5,426	4,375
MONTANA	966	966	751	736
NEBRASKA	1,230	1,512	1,512	1,194
NEVADA	525	560	598	598
NEW HAMPSHIRE	1,007	1,007	1,258	1,290
NEW JERSEY	5,644	6,250	5,345	7,733
NEW MEXICO	-	-	-	-
NEW YORK	13,696	13,696	14,272	17,067
NORTH CAROLINA	4,058	3,868	5,168	5,764
NORTH DAKOTA	352	402	417	433
OHIO	6,702	9,049	10,787	11,432
OKLAHOMA	2,173	2,235	2,937	3,187
OREGON	1,559	1,406	1,541	1,475
PENNSYLVANIA	8,887	8,955	9,400	9,400
PUERTO RICO	696	701	691	642
RHODE ISLAND	505	569	823	701
SOUTH CAROLINA	3,559	3,486	3,413	3,367
SOUTH DAKOTA	409	290	562	389
TENNESSEE	4,700	3,908	3,744	3,538
TEXAS	6,864	13,914	9,598	12,516
UTAH	1,102	1,166	1,030	1,508
VERMONT	283	386	446	592
VIRGINIA	3,763	4,775	4,738	5,297
WASHINGTON	2,132	2,320	2,183	2,697
WEST VIRGINIA	1,650	1,837	1,704	2,406
WISCONSIN	4,940	5,335	5,771	5,970
WYOMING	444	487	478	461
AMERICAN SAMOA	20	20	33	24
GUAM	64	106	-	-
NORTHERN MARIANAS	-	6	-	-
TRUST TERRITORIES	53	59	135	-
VIRGIN ISLANDS	71	76	-	-
BUR. OF INDIAN AFFAIRS	132	263	379	353
U.S. AND TERRITORIES	179,804	194,802	203,238	220,854

Table B

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	ALL STAFF EMPLOYED 1977	ALL STAFF EMPLOYED 1978	ALL STAFF EMPLOYED 1979	ALL STAFF EMPLOYED 1980	SOCIAL WORKERS EMPLOYED 1977	SOCIAL WORKERS EMPLOYED 1978	SOCIAL WORKERS EMPLOYED 1979	SOCIAL WORKERS EMPLOYED 1980
ALABAMA	367	829	1,348	1,318	0	26	15	14
ALASKA	330	444	918	822	0	3	5	4
ARIZONA	2,158	2,548	3,113	3,573	35	96	102	73
ARKANSAS	1,988	1,990	1,589	121	2	-	34	1
CALIFORNIA	18,499	21,344	24,303	22,858	88	134	138	122
COLORADO	2,511	2,533	2,704	2,636	345	345	330	352
CONNECTICUT	3,084	3,301	6,982	2,907	-	307	309	339
DELAWARE	384	718	923	641	36	36	34	41
DISTRICT OF COLUMBIA	996	1,111	1,190	1,991	66	90	110	86
FLORIDA	2,978	3,505	3,224	3,340	10	58	243	243
GEORGIA	2,275	2,275	2,908	2,981	224	224	129	129
HAWAII	341	541	541	503	31	41	41	31
IDAHO	729	623	737	549	17	17	17	17
ILLINOIS	16,545	16,238	9,846	13,349	756	806	985	1,083
INDIANA	3,143	3,296	3,348	6,508	28	30	30	227
IOWA	2,200	2,683	2,378	3,470	121	145	191	194
KANSAS	1,986	1,617	2,048	2,338	36	53	67	73
KENTUCKY	3,417	2,293	7,182	24,027	51	36	88	112
LOUISIANA	4,430	4,674	4,883	3,319	99	64	64	17
MAINE	3,841	2,903	3,244	4,370	38	31	79	36
MARYLAND	3,408	3,450	4,010	4,956	36	34	82	86
MASSACHUSETTS	7,995	8,298	11,109	11,989	446	443	933	984
MICHIGAN	7,095	7,095	9,002	3,857	926	926	972	0
MINNESOTA	2,713	3,513	4,091	3,170	290	652	317	377
MISSISSIPPI	1,311	988	1,426	1,085	161	27	39	49
MISSOURI	2,852	3,352	3,063	3,389	2	125	68	50
MONTANA	277	276	753	980	6	6	6	6
NEBRASKA	1,030	757	757	346	-	9	9	6
NEVADA	274	381	489	489	6	8	5	5
NEW HAMPSHIRE	2,985	2,985	3,449	3,495	396	396	313	315
NEW JERSEY	6,210	8,863	14,535	9,887	734	767	867	872
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	7,883	7,882	10,734	11,107	38	38	995	986
NORTH CAROLINA	3,910	6,010	6,156	6,317	128	513	550	550
NORTH DAKOTA	330	316	379	429	5	8	15	15
OHIO	3,578	4,778	4,956	4,206	0	0	-	81
OKLAHOMA	1,336	1,766	10,257	1,825	36	14	39	25
OREGON	1,126	1,889	1,676	1,509	9	40	36	37
PENNSYLVANIA	6,511	7,630	8,542	8,542	-	68	-	-
PUERTO RICO	342	296	681	875	19	18	22	26
RHODE ISLAND	236	739	1,045	1,082	21	26	65	66
SOUTH CAROLINA	3,060	3,887	3,914	2,380	133	134	93	80
SOUTH DAKOTA	588	710	10	823	4	4	-	32
TENNESSEE	3,498	3,289	3,527	3,838	90	107	81	96
TEXAS	3,780	9,312	14,451	8,922	-	-	43	22
UTAH	823	887	1,191	1,153	54	80	63	83
VERMONT	677	901	1,172	1,002	0	1	9	3
VIRGINIA	3,343	3,578	3,892	4,574	382	269	325	333
WASHINGTON	1,682	2,386	2,229	2,730	0	31	39	52
WEST VIRGINIA	953	737	796	1,349	8	91	33	12
WISCONSIN	2,678	3,162	3,301	3,508	190	191	345	355
WYOMING	820	908	979	782	15	32	45	33
AMERICAN SAMOA	17	17	26	32	0	0	1	1
GUAM	34	88	-	-	2	1	-	-
NORTHERN MARIANAS	-	4	-	-	-	0	-	-
TRUST TERRITORIES	27	45	30	-	0	14	0	-
VIRGIN ISLANDS	44	92	-	-	0	1	-	-
BUR. OF INDIAN AFFAIRS	182	453	632	881	11	28	37	34
U.S. AND TERRITORIES	151,649	171,700	215,140	214,730	5,881	7,489	8,702	8,335

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	OCCUPATIONAL/RECREATIONAL THERAPISTS EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980	HOME-HOSPITAL TEACHERS EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	2	2	26	28	18	45	54	17
ALASKA	0	2	7	28	5	20	15	15
ARIZONA	32	29	30	79	107	107	98	129
ARKANSAS	44	45	30	5	50	25	19	1
CALIFORNIA	81	83	149	91	1,093	971	1,049	916
COLORADO	37	61	86	212	89	43	87	68
CONNECTICUT	24	29	-	20	26	123	-	116
DELAWARE	18	18	23	20	3	53	1	7
DISTRICT OF COLUMBIA	26	41	41	78	32	26	26	22
FLORIDA	97	110	198	195	-	-	164	0
GEORGIA	41	41	50	92	-	-	153	190
HAWAII	7	36	36	25	3	2	2	-
IDAHO	18	-	18	0	8	8	8	0
ILLINOIS	34	41	87	259	2,075	1,854	2,356	2,469
INDIANA	59	64	64	163	1,158	1,208	1,208	1,570
IOWA	27	41	49	85	63	75	102	102
KANSAS	6	6	11	11	28	46	-	51
KENTUCKY	46	50	5	25	84	95	245	284
LOUISIANA	74	15	15	20	75	184	137	30
MAINE	0	4	48	48	0	15	644	80
MARYLAND	21	24	58	171	254	189	306	133
MASSACHUSETTS	91	188	91	187	314	-	-	-
MICHIGAN	177	177	205	238	115	115	149	0
MINNESOTA	27	78	86	184	-	-	-	287
MISSISSIPPI	6	5	26	26	20	17	41	38
MISSOURI	96	123	55	0	5	-	1	0
MONTANA	1	1	5	70	14	14	14	12
NEBRASKA	-	-	-	9	21	21	21	0
NEVADA	1	3	2	2	15	16	15	15
NEW HAMPSHIRE	127	127	161	173	16	16	20	20
NEW JERSEY	29	31	912	102	48	48	921	907
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	0	-	-	0	282	282	341	323
NORTH CAROLINA	86	184	140	140	96	93	118	119
NORTH DAKOTA	1	5	6	18	37	7	7	7
OHIO	31	376	379	190	0	132	132	145
OKLAHOMA	17	32	2	51	636	933	-	67
OREGON	18	36	14	31	183	119	76	72
PENNSYLVANIA	-	30	38	38	-	-	-	-
PUERTO RICO	6	3	5	10	0	90	201	201
RHODE ISLAND	8	21	51	106	-	54	13	54
SOUTH CAROLINA	72	70	27	31	170	84	127	22
SOUTH DAKOTA	9	23	-	36	8	8	10	10
TENNESSEE	30	39	31	85	210	264	245	245
TEXAS	200	100	330	88	-	-	461	-
UTAH	2	16	20	26	58	44	16	28
VERMONT	5	9	12	19	223	24	24	17
VIRGINIA	99	49	86	120	543	154	175	201
WASHINGTON	0	76	89	173	0	50	31	26
WEST VIRGINIA	1	3	4	25	109	-	80	98
WISCONSIN	115	148	257	311	32	28	-	0
WYOMING	13	19	30	14	6	8	8	1
AMERICAN SAMOA	1	1	2	1	0	0	1	0
GUAM	0	0	-	-	2	4	-	-
NORTHERN MARIANAS	-	0	-	-	-	1	-	-
TRUST TERRITORIES	3	3	1	-	2	3	0	-
VIRGIN ISLANDS	0	0	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	-	23	33	34	3	5	5	2
U.S. AND TERRITORIES	1,908	2,678	4,085	4,180	8,243	7,469	9,795	9,056

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	TEACHER AIDES EMPLOYED 1977	TEACHER AIDES EMPLOYED 1978	TEACHER AIDES EMPLOYED 1979	TEACHER AIDES EMPLOYED 1980	PHYSICAL ED COORDINATORS EMPLOYED 1977	PHYSICAL ED COORDINATORS EMPLOYED 1978	PHYSICAL ED COORDINATORS EMPLOYED 1979	PHYSICAL ED COORDINATORS EMPLOYED 1980
ALABAMA	180	425	705	735	0	-	1	8
ALASKA	205	250	300	228	0	2	300	4
ARIZONA	903	1,255	1,492	1,652	14	91	81	107
ARKANSAS	416	420	364	32	25	25	183	6
CALIFORNIA	8,230	9,838	11,988	12,715	880	1,163	1,086	895
COLORADO	776	816	988	1,197	38	61	5	48
CONNECTICUT	1,272	994	-	1,496	6	188	1,682	402
DELAWARE	111	184	175	289	34	77	52	38
DISTRICT OF COLUMBIA	215	206	227	296	21	14	21	44
FLORIDA	2,011	2,358	1,795	2,177	64	11	78	100
GEORGIA	656	656	961	1,367	17	17	177	38
HAWAII	69	234	234	231	-	0	0	2
IDAHO	376	370	412	417	10	1	3	0
ILLINOIS	9,532	11,214	4,498	5,320	300	287	80	74
INDIANA	1,215	1,278	1,278	1,712	-	-	80	34
IOWA	865	935	1,532	1,563	18	25	28	28
KANSAS	832	979	1,193	1,458	3	3	4	7
KENTUCKY	395	148	818	818	1,408	1,408	41	1,399
LOUISIANA	2,804	3,042	3,042	2,986	80	329	329	28
MAINE	1,067	467	696	542	911	749	381	629
MARYLAND	1,443	1,446	1,770	2,380	86	100	122	144
MASSACHUSETTS	3,284	2,435	4,773	5,187	136	149	308	292
MICHIGAN	4,540	4,540	5,084	509	0	-	0	0
MINNESOTA	1,582	1,877	2,828	0	95	121	32	90
MISSISSIPPI	300	336	416	504	-	18	31	35
MISSOURI	1,764	1,947	2,385	2,411	88	5	35	0
MONTANA	135	135	343	288	2	-	10	5
NEBRASKA	375	375	375	-	-	-	-	-
NEVADA	170	210	308	308	1	20	6	6
NEW HAMPSHIRE	1,183	1,183	1,477	1,491	84	84	108	108
NEW JERSEY	342	353	1,202	483	150	170	4,844	2,192
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	5,251	5,251	3,771	5,821	619	619	557	621
NORTH CAROLINA	1,505	1,741	1,800	1,896	126	140	250	250
NORTH DAKOTA	100	91	121	145	1	1	1	2
OHIO	184	1,439	1,499	1,412	4	123	123	158
OKLAHOMA	96	112	1,891	48	9	18	6,852	190
OREGON	458	769	951	929	46	137	70	52
PENNSYLVANIA	4,187	4,620	4,700	4,700	-	-	-	-
PUERTO RICO	98	84	92	92	9	10	19	33
RHODE ISLAND	-	186	295	270	-	104	125	104
SOUTH CAROLINA	970	715	1,089	1,074	18	139	188	219
SOUTH DAKOTA	207	207	-	210	8	20	-	196
TENNESSEE	1,450	1,350	1,367	1,561	15	126	125	145
TEXAS	1,100	5,940	6,023	6,050	95	60	96	100
UTAH	287	284	512	516	35	31	46	21
VERMONT	297	382	599	373	4	380	380	383
VIRGINIA	1,412	1,981	1,877	2,046	38	62	68	62
WASHINGTON	886	1,123	1,026	1,983	0	17	10	13
WEST VIRGINIA	287	319	318	309	21	21	9	10
WISCONSIN	1,085	1,237	1,303	1,517	106	205	61	26
WYOMING	226	311	352	325	16	18	17	6
AMERICAN SAMOA	1	1	4	9	0	0	2	1
GUAM	14	39	-	-	1	3	-	-
NORTHERN MARIANAS	-	0	-	-	-	2	-	-
TRUST TERRITORIES	6	6	0	-	0	-	0	-
VIRGIN ISLANDS	13	49	-	-	0	0	-	-
BUR. OF INDIAN AFFAIRS	101	213	294	288	11	22	36	34
U.S. AND TERRITORIES	66,678	78,989	86,277	82,096	5,014	7,233	18,748	9,271

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	SUPERVISORS				OTHER NON-INSTRUCTIONAL STAFF			
	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	74	140	238	188	0	-	118	120
ALASKA	19	59	59	40	21	16	16	60
ARIZONA	259	126	118	135	70	324	545	618
ARKANSAS	177	185	134	5	421	500	321	5
CALIFORNIA	607	735	684	1,006	3,367	3,645	4,100	2,807
COLORADO	185	114	85	148	680	771	682	1,104
CONNECTICUT	257	229	181	300	573	288	2,684	254
DELAWARE	10	39	20	34	21	82	36	30
DISTRICT OF COLUMBIA	58	59	54	104	257	452	449	748
FLORIDA	337	479	370	261	148	292	6	-
GEORGIA	144	144	151	172	731	731	257	537
HAWAII	2	29	29	11	8	78	78	19
IDAHO	51	37	40	40	43	-	-	0
ILLINOIS	388	182	208	454	337	1,006	514	2,358
INDIANA	93	98	98	357	81	85	85	1,201
IOWA	175	351	219	220	90	113	143	145
KANSAS	99	99	74	77	32	63	89	58
KENTUCKY	165	165	5,806	33	186	162	-	18,459
LOUISIANA	226	147	147	39	230	285	285	126
MAINE	898	97	180	1,145	0	23	334	85
MARYLAND	226	127	157	184	586	527	443	618
MASSACHUSETTS	570	511	520	523	1,179	2,458	2,268	2,371
MICHIGAN	430	430	292	513	281	281	183	0
MINNESOTA	361	279	247	282	76	164	144	575
MISSISSIPPI	40	83	147	180	427	80	178	0
MISSOURI	96	174	73	221	337	810	285	578
MONTANA	43	43	51	51	0	-	19	75
NEBRASKA	90	90	90	43	97	97	97	33
NEVADA	3	11	15	15	8	8	12	12
NEW HAMPSHIRE	46	46	58	59	569	569	711	718
NEW JERSEY	300	310	249	260	2,144	2,188	20	1,802
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	713	713	957	735	0	-	501	704
NORTH CAROLINA	390	275	280	280	540	1,895	1,900	1,910
NORTH DAKOTA	15	32	40	43	0	-	18	10
OHIO	263	401	572	700	200	219	202	255
OKLAHOMA	39	41	35	600	255	284	-	357
OREGON	70	104	75	72	82	188	71	46
PENNSYLVANIA	449	495	770	770	442	570	2,360	2,360
PUERTO RICO	27	19	20	34	30	30	48	204
RHODE ISLAND	40	43	38	43	0	68	80	75
SOUTH CAROLINA	247	180	168	182	791	889	298	273
SOUTH DAKOTA	15	117	-	-	183	183	-	41
TENNESSEE	160	154	170	181	200	234	537	525
TEXAS	640	683	785	536	925	617	0	0
UTAH	96	31	48	71	69	35	97	72
VERMONT	1	27	32	58	3	10	14	0
VIRGINIA	263	260	256	234	68	194	452	287
WASHINGTON	143	120	178	230	361	225	174	319
WEST VIRGINIA	37	96	37	89	42	-	81	187
WISCONSIN	182	171	182	203	144	138	73	148
WYOMING	31	43	67	67	118	91	177	126
AMERICAN SAMOA	5	5	2	5	6	6	6	11
GUAM	3	4	-	-	2	15	-	-
NORTHERN MARIANAS	-	0	-	-	-	1	-	-
TRUST TERRITORIES	3	3	3	-	9	9	11	-
VIRGIN ISLANDS	3	4	-	-	18	24	-	-
BUR. OF INDIAN AFFAIRS	7	24	29	26	17	32	38	38
U.S. AND TERRITORIES	10,161	9,680	18,119	13,086	17,479	21,837	22,142	43,456

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

	PSYCHOLOGISTS/DIAGNOSTIC STAFF				SPEECH PATHOLOGISTS/AUDIOLOGISTS			
STATE	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980	EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	83	160	161	306	0	-	9	5
ALASKA	28	24	38	47	45	86	64	72
ARIZONA	324	294	311	345	375	281	264	368
ARKANSAS	126	160	186	8	156	177	257	53
CALIFORNIA	1,847	1,823	2,010	2,252	2,089	2,228	2,826	2,723
COLORADO	261	264	275	295	42	47	72	74
CONNECTICUT	381	420	416	459	448	429	515	537
DELAWARE	50	70	81	74	2	52	50	74
DISTRICT OF COLUMBIA	153	100	121	88	87	93	106	99
FLORIDA	71	163	296	296	0	37	22	27
GEORGIA	440	440	222	274	-	-	314	55
HAWAII	71	62	62	171	43	54	54	93
IDAHO	187	77	77	77	20	104	144	98
ILLINOIS	2,965	1,032	988	1,099	20	30	29	34
INDIANA	305	320	320	380	2	5	5	782
IOWA	306	375	347	353	477	554	628	639
KANSAS	214	234	249	283	293	313	338	342
KENTUCKY	967	108	138	79	69	65	19	490
LOUISIANA	379	157	157	80	621	447	683	260
MAINE	484	709	418	711	107	281	367	120
MARYLAND	184	215	290	231	503	600	569	776
MASSACHUSETTS	618	814	834	907	903	1,001	1,360	1,420
MICHIGAN	648	648	707	1,679	0	-	1,399	401
MINNESOTA	202	255	242	283	-	-	-	-
MISSISSIPPI	122	46	81	110	20	163	360	14
MISSOURI	133	72	84	100	62	59	70	0
MONTANA	66	66	107	13	9	9	175	173
NEBRASKA	142	142	142	44	282	-	-	213
NEVADA	40	50	57	57	24	25	25	26
NEW HAMPSHIRE	235	235	284	297	156	156	193	196
NEW JERSEY	1,619	847	3,224	1,880	731	762	820	995
NEW MEXICO	-	-	-	-	-	-	-	-
NEW YORK	105	105	1,625	1,456	0	-	-	0
NORTH CAROLINA	290	360	403	405	457	464	320	330
NORTH DAKOTA	11	13	14	24	145	149	149	149
OHIO	809	691	807	887	937	1,197	1,043	17
OKLAHOMA	155	244	90	222	51	18	4	224
OREGON	86	162	135	134	119	203	200	192
PENNSYLVANIA	184	307	612	612	1,214	1,515	32	32
PUERTO RICO	37	36	125	133	5	12	15	23
RHODE ISLAND	60	71	128	113	106	155	155	142
SOUTH CAROLINA	434	314	239	209	48	52	45	62
SOUTH DAKOTA	24	24	-	55	118	109	-	178
TENNESSEE	125	279	258	285	90	527	535	543
TEXAS	650	1,025	4,161	1,405	40	60	1,910	6
UTAH	89	118	158	170	87	108	112	118
VERMONT	14	41	46	40	89	94	123	147
VIRGINIA	398	466	462	438	19	13	14	708
WASHINGTON	263	318	283	511	329	381	357	363
WEST VIRGINIA	49	95	73	124	7	10	163	242
WISCONSIN	609	659	735	710	10	15	19	3
WYOMING	73	79	117	106	86	134	122	104
AMERICAN SAMOA	1	1	3	0	0	0	1	1
GUAM	3	8	-	-	6	10	-	-
NORTHERN MARIANAS	-	0	-	-	-	0	-	-
TRUST TERRITORIES	3	7	11	-	1	1	1	-
VIRGIN ISLANDS	9	8	-	-	1	1	-	-
BUR. OF INDIAN AFFAIRS	19	45	68	63	11	29	43	39
U.S. AND TERRITORIES	17,731	15,853	33,457	21,257	11,502	13,269	17,099	14,777

(Continued)

Table B, Continued

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS
ANNUALLY EMPLOYED SINCE SCHOOL YEAR 1976-1977
TO SERVE HANDICAPPED CHILDREN 0-21 YEARS OLD

STATE	WORK-STUDY COORDINATORS +------VOCATIONAL EDUCATION TEACHERS------+ EMPLOYED 1977	EMPLOYED 1978	EMPLOYED 1979	EMPLOYED 1980
ALABAMA	30	30	19	20
ALASKA	7	12	312	24
ARIZONA	39	86	72	66
ARKANSAS	152	153	103	5
CALIFORNIA	477	635	423	327
COLORADO	158	111	113	138
CONNECTICUT	67	194	813	90
DELAWARE	99	108	49	35
DISTRICT OF COLUMBIA	42	30	35	29
FLORIDA	240	97	92	81
GEORGIA	22	22	196	138
HAWAII	7	8	8	21
IDAHO	31	10	18	0
ILLINOIS	238	25	129	120
INDIANA	202	213	213	92
IOWA	61	69	139	141
KANSAS	23	23	23	0
KENTUCKY	75	89	23	2,358
LOUISIANA	92	54	54	26
MAINE	776	126	96	984
MARYLAND	120	188	276	234
MASSACHUSETTS	142	282	121	169
MICHIGAN	0	-	0	217
MINNESOTA	140	189	188	152
MISSISSIPPI	215	97	108	130
MISSOURI	139	38	41	0
MONTANA	1	2	20	18
NEBRASKA	23	23	23	-
NEVADA	8	32	24	24
NEW HAMPSHIRE	173	173	217	220
NEW JERSEY	125	187	1,676	394
NEW MEXICO	-	-	-	-
NEW YORK	874	874	787	861
NORTH CAROLINA	352	375	395	427
NORTH DAKOTA	15	10	10	16
OHIO	148	199	200	363
OKLAHOMA	82	92	1,345	141
OREGON	85	131	46	33
PENNSYLVANIA	35	35	30	30
PUERTO RICO	54	16	136	129
RHODE ISLAND	0	13	95	77
SOUTH CAROLINA	167	260	276	258
SOUTH DAKOTA	15	15	-	65
TENNESSEE	205	179	178	192
TEXAS	170	827	762	745
UTAH	126	113	120	49
VERMONT	41	53	53	82
VIRGINIA	193	131	177	146
WASHINGTON	0	45	32	60
WEST VIRGINIA	92	92	28	54
WISCONSIN	235	370	327	238
WYOMING	36	73	44	-
AMERICAN SAMOA	3	3	4	3
GUAM	1	1	-	-
NORTHERN MARIANAS	-	0	-	-
TRUST TERRITORIES	0	0	3	-
VIRGIN ISLANDS	2	5	-	-
BUR. OF INDIAN AFFAIRS	2	33	49	44
U.S. AND TERRITORIES	6,857	7,251	10,720	10,264

Table C

SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
BY TYPE OF HANDICAPPING CONDITION SERVED

SCHOOL YEARS 1979-80 TO 1981-82

STATE	ALL CONDITIONS			MENTALLY RETARDED			LEARNING DISABLED		
	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR
ALABAMA	3,964	1,671	1,321	2,264	158	103	481	388	322
ALASKA	508	546	494	119	106	96	233	142	128
ARIZONA	3,145	388	258	644	44	40	1,547	70	60
ARKANSAS	2,171	168	41	984	40	4	718	90	10
CALIFORNIA	17,709	510	1,318	3,392	98	293	8,826	255	658
COLORADO	3,155	182	84	998	18	30	1,416	47	5
CONNECTICUT	2,493	173	168	691	0	0	1,249	51	59
DELAWARE	1,014	61	34	190	2	0	522	23	4
DISTRICT OF COLUMBIA	884	28	30	199	5	10	200	5	6
FLORIDA	7,709	980	1,173	2,120	0	0	2,735	411	477
GEORGIA	5,736	234	310	2,260	95	73	1,489	88	70
HAWAII	773	632	732	136	159	167	462	308	430
IDAHO	696	40	23	223	15	10	409	5	10
ILLINOIS	14,483	1,788	1,488	4,162	281	297	4,696	554	697
INDIANA	4,224	5,140	3,405	2,351	1,000	700	1,053	550	300
IOWA	4,420	500	403	1,578	201	161	1,740	177	135
KANSAS	2,183	278	123	742	0	0	802	67	0
KENTUCKY	3,105	3,178	3,178	1,648	383	383	1,035	985	985
LOUISIANA	6,289	612	674	1,883	220	242	3,296	147	182
MAINE	1,473	804	911	430	180	178	404	210	231
MARYLAND	4,917	676	552	1,447	148	141	2,264	305	234
MASSACHUSETTS	7,950	301	99	1,510	73	14	1,988	61	0
MICHIGAN	8,324	1,392	188	3,081	0	6	1,468	1,079	0
MINNESOTA	5,931	1,425	583	1,740	170	188	3,686	878	173
MISSISSIPPI	2,668	844	481	1,480	212	156	638	178	123
MISSOURI	4,375	944	226	854	0	0	1,931	87	0
MONTANA	736	38	25	257	8	3	91	15	11
NEBRASKA	1,194	393	232	902	113	96	206	85	47
NEVADA	898	85	83	107	8	5	339	52	31
NEW HAMPSHIRE	1,290	368	211	229	50	10	228	125	75
NEW JERSEY	7,733	3,610	710	1,376	1,480	290	3,113	0	0
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	17,087	5,739	6,163	3,529	2,083	2,083	4,080	512	684
NORTH CAROLINA	5,764	840	749	2,650	175	150	1,436	200	185
NORTH DAKOTA	433	95	51	226	10	10	159	30	15
OHIO	11,432	289	208	5,529	14	10	2,993	185	150
OKLAHOMA	3,187	900	494	1,082	228	108	1,131	342	123
OREGON	1,475	112	88	387	10	6	496	45	28
PENNSYLVANIA	9,400	978	978	3,697	105	105	2,223	226	226
PUERTO RICO	842	-	-	388	-	-	97	-	-
RHODE ISLAND	701	102	0	226	0	0	367	80	0
SOUTH CAROLINA	3,367	426	299	1,877	230	185	798	90	80
SOUTH DAKOTA	389	404	28	188	104	8	105	107	8
TENNESSEE	3,538	986	40	1,563	125	5	934	140	10
TEXAS	12,916	750	930	3,271	175	150	5,552	80	0
UTAH	1,909	47	23	226	18	7	375	8	3
VERMONT	592	89	48	236	11	11	140	32	27
VIRGINIA	5,287	404	0	1,388	0	0	1,814	287	0
WASHINGTON	2,897	939	1,272	818	178	252	1,098	400	490
WEST VIRGINIA	2,406	472	380	1,073	117	95	690	162	105
WISCONSIN	5,970	944	913	1,780	0	0	1,750	303	132
WYOMING	461	178	51	114	14	6	287	86	18
AMERICAN SAMOA	24	30	41	9	18	24	8	6	7
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	43	18	-	13	4	-	10	6
BUR. OF INDIAN AFFAIRS	353	96	18	118	12	3	115	13	2
U.S. AND TERRITORIES	230,884	41,872	31,126	88,881	8,787	8,781	74,992	10,966	7,721
52 COMPLETE CASES	230,212	41,839	31,108	88,363	8,778	8,777	74,936	10,956	7,715

LEGEND: BASE YEAR = 1979-80 FIRST YEAR = 1980-81 SECOND YEAR = 1981-82

(Continued)

Table C, Continued

SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
BY TYPE OF HANDICAPPING CONDITION SERVED

SCHOOL YEARS 1979-80 TO 1981-82

STATE	EMOTIONALLY DISTURBED			SPEECH IMPAIRED			OTHER HEALTH IMPAIRED		
	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR
ALABAMA	364	282	188	243	493	423	39	96	56
ALASKA	32	136	123	66	80	72	2	4	4
ARIZONA	433	43	43	-	9	9	63	44	44
ARKANSAS	59	12	3	313	0	0	10	0	0
CALIFORNIA	2,186	70	181	881	20	51	617	11	28
COLORADO	389	52	10	436	11	6	0	0	0
CONNECTICUT	308	61	60	0	32	32	63	2	2
DELAWARE	220	24	4	2	0	2	0	0	0
DISTRICT OF COLUMBIA	204	10	11	14	1	0	5	0	0
FLORIDA	1,074	137	153	829	169	194	306	0	0
GEORGIA	848	48	65	824	55	79	122	1	3
HAWAII	51	48	41	15	0	0	-	0	0
IDAHO	30	10	0	0	0	0	0	0	0
ILLINOIS	2,219	314	234	1,867	132	43	-	2	10
INDIANA	327	1,800	1,300	14	400	200	1	30	20
IOWA	328	40	36	65	1	1	131	10	8
KANSAS	393	118	37	-	0	4	-	0	57
KENTUCKY	215	1,219	1,219	0	213	213	0	0	0
LOUISIANA	374	61	67	999	119	131	103	3	3
MAINE	287	100	110	120	176	194	15	20	22
MARYLAND	404	57	36	238	84	39	0	0	0
MASSACHUSETTS	1,351	49	9	2,305	85	17	318	0	12
MICHIGAN	1,306	0	4	1,298	90	92	-	0	0
MINNESOTA	147	149	66	831	126	101	271	0	0
MISSISSIPPI	33	43	48	381	107	86	0	10	8
MISSOURI	582	395	300	813	0	0	97	0	0
MONTANA	111	5	3	80	0	0	51	0	0
NEBRASKA	65	22	19	213	43	23	0	0	0
NEVADA	32	8	5	50	8	4	25	0	1
NEW HAMPSHIRE	214	60	50	203	20	15	186	10	5
NEW JERSEY	2,136	1,200	240	246	0	0	138	170	30
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	3,877	1,789	1,812	2,145	219	237	2,179	0	0
NORTH CAROLINA	596	200	175	457	50	45	51	25	24
NORTH DAKOTA	19	15	5	0	0	0	0	0	0
OHIO	823	50	35	1,255	0	0	0	0	0
OKLAHOMA	76	91	62	418	129	71	25	5	2
OREGON	134	22	14	185	8	6	12	0	0
PENNSYLVANIA	917	317	317	1,885	109	109	-	20	20
PUERTO RICO	38	-	-	57	-	-	-	-	-
RHODE ISLAND	75	10	0	25	12	0	0	0	0
SOUTH CAROLINA	339	30	21	415	44	29	8	1	1
SOUTH DAKOTA	18	24	2	-	59	3	3	2	0
TENNESSEE	215	50	5	-	150	15	138	40	0
TEXAS	644	100	100	1,981	150	75	22	25	20
UTAH	364	10	5	340	0	1	12	0	1
VERMONT	112	13	9	17	0	0	21	0	0
VIRGINIA	442	98	0	927	0	0	5	0	0
WASHINGTON	314	100	127	395	305	294	87	22	29
WEST VIRGINIA	211	91	98	193	2	2	92	13	12
WISCONSIN	892	381	107	1,139	360	74	39	0	0
WYOMING	30	23	4	-	37	8	2	2	2
AMERICAN SAMOA	-	0	0	2	0	2	-	0	0
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	6	2	-	6	2	-	2	0
BUR. OF INDIAN AFFAIRS	97	8	3	38	6	4	3	2	0
U.S. AND TERRITORIES	36,708	9,977	7,884	34,170	3,890	2,978	5,124	532	422
52 COMPLETE CASES	36,667	9,971	7,862	34,113	3,884	2,976	5,124	530	422

(Continued)

LEGEND: BASE YEAR = 1979-80 FIRST YEAR = 1980-81 SECOND YEAR = 1981-82

Table C, Continued

SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
BY TYPE OF HANDICAPPING CONDITION SERVED

SCHOOL YEARS 1979-80 TO 1981-82

STATE	ORTHOPEDICALLY IMPAIRED			MULTIHANDICAPPED			HARD OF HEARING / DEAF		
	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR	TEACHERS EMPLOYED BASE YEAR	TEACHERS NEEDED FIRST YEAR	TEACHERS NEEDED SECOND YEAR
ALABAMA	47	32	22	313	44	20	105	0	0
ALASKA	13	26	23	9	3	3	25	0	0
ARIZONA	38	6	5	236	15	20	133	10	7
ARKANSAS	12	6	3	69	24	12	33	0	0
CALIFORNIA	887	18	47	-	0	0	873	0	0
COLORADO	35	8	1	89	4	10	136	0	0
CONNECTICUT	26	2	2	100	9	4	25	0	0
DELAWARE	33	1	1	5	3	18	27	0	0
DISTRICT OF COLUMBIA	28	0	0	11	1	1	8	0	0
FLORIDA	185	31	34	0	176	398	374	0	0
GEORGIA	25	0	1	111	1	5	196	0	0
HAWAII	22	21	12	16	27	28	62	0	0
IDAHO	2	0	0	4	0	0	18	0	0
ILLINOIS	367	33	31	21	72	80	671	0	0
INDIANA	53	80	30	126	300	200	216	800	800
IOWA	119	12	10	65	25	20	264	0	0
KANSAS	14	6	4	16	64	6	100	0	0
KENTUCKY	19	0	0	89	0	0	73	0	0
LOUISIANA	43	10	11	69	15	17	116	0	0
MAINE	19	28	31	129	40	44	24	25	50
MARYLAND	84	14	10	248	85	35	125	0	0
MASSACHUSETTS	16	12	2	16	0	0	366	0	0
MICHIGAN	559	72	1	149	29	64	389	83	1
MINNESOTA	32	2	5	0	0	0	178	0	0
MISSISSIPPI	48	17	10	60	28	32	34	0	0
MISSOURI	84	0	0	75	0	0	114	0	0
MONTANA	75	0	0	20	4	3	41	0	0
NEBRASKA	18	8	7	5	12	10	60	20	15
NEVADA	11	3	2	-	2	1	25	0	0
NEW HAMPSHIRE	153	10	5	11	50	15	57	0	0
NEW JERSEY	64	150	30	175	0	0	376	0	0
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	244	809	822	-	336	396	534	0	0
NORTH CAROLINA	60	30	27	92	50	47	312	0	0
NORTH DAKOTA	0	5	5	0	15	5	15	0	0
OHIO	309	7	1	245	38	10	357	13	2
OKLAHOMA	33	12	9	101	50	51	105	0	0
OREGON	25	0	0	39	20	12	159	0	0
PENNSYLVANIA	333	112	112	53	17	17	395	0	0
PUERTO RICO	12	-	-	9	-	-	89	-	-
RHODE ISLAND	8	0	0	0	0	0	1	0	0
SOUTH CAROLINA	58	10	7	25	7	6	99	0	0
SOUTH DAKOTA	16	22	2	21	51	5	23	0	0
TENNESSEE	195	40	0	211	30	5	203	0	0
TEXAS	251	25	20	231	75	50	405	0	0
UTAH	13	2	1	108	8	4	46	0	0
VERMONT	21	0	0	19	2	0	22	0	0
VIRGINIA	36	9	0	477	0	0	148	0	0
WASHINGTON	40	7	14	82	11	27	80	0	0
WEST VIRGINIA	35	30	23	31	16	12	74	0	0
WISCONSIN	123	0	0	-	0	0	183	0	0
WYOMING	2	2	1	-	4	4	23	0	0
AMERICAN SAMOA	-	0	1	2	2	2	2	0	0
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	0	0	-	4	2	-	0	0
BUR. OF INDIAN AFFAIRS	9	1	1	0	10	2	10	0	0
U.S. AND TERRITORIES	4,727	1,991	1,966	3,973	1,734	1,990	8,488	985	875
52 COMPLETE CASES	4,715	1,991	1,966	3,964	1,730	1,988	8,399	985	875

(Continued)

LEGEND: BASE YEAR = 1979-80 FIRST YEAR = 1980-81 SECOND YEAR = 1981-82

Table C, Continued

SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
BY TYPE OF HANDICAPPING CONDITION SERVED

SCHOOL YEARS 1979-80 TO 1981-82

STATE	VISUALLY HANDICAPPED: TEACHERS EMPLOYED BASE YEAR	VISUALLY HANDICAPPED: TEACHERS NEEDED FIRST YEAR	VISUALLY HANDICAPPED: TEACHERS NEEDED SECOND YEAR	DEAF-BLIND: TEACHERS EMPLOYED BASE YEAR	DEAF-BLIND: TEACHERS NEEDED FIRST YEAR	DEAF-BLIND: TEACHERS NEEDED SECOND YEAR
ALABAMA	42	60	60	87	3	3
ALASKA	5	7	7	5	2	2
ARIZONA	61	27	27	-	0	0
ARKANSAS	4	8	3	1	4	1
CALIFORNIA	401	11	30	78	2	6
COLORADO	50	3	0	8	3	2
CONNECTICUT	31	2	2	0	0	0
DELAWARE	11	6	2	4	0	1
DISTRICT OF COLUMBIA	14	2	0	11	1	1
FLORIDA	160	22	26	26	0	0
GEORGIA	84	1	3	17	0	0
HAWAII	10	7	5	1	0	5
IDAHO	9	10	0	0	0	0
ILLINOIS	261	31	28	-	2	1
INDIANA	78	200	190	5	10	5
IOWA	120	8	6	10	1	1
KANSAS	33	16	3	83	0	0
KENTUCKY	25	80	80	0	0	0
LOUISIANA	32	9	10	3	1	1
MAINE	36	33	43	9	9	10
MARYLAND	107	16	12	0	1	1
MASSACHUSETTS	63	5	1	16	2	1
MICHIGAN	94	29	0	0	0	0
MINNESOTA	46	16	9	0	0	0
MISSISSIPPI	11	13	15	1	3	2
MISSOURI	36	51	25	-	0	0
MONTANA	6	3	2	3	0	0
NEBRASKA	25	20	15	0	0	0
NEVADA	9	3	1	-	0	1
NEW HAMPSHIRE	26	4	4	3	4	2
NEW JERSEY	105	110	20	4	0	0
NEW MEXICO	-	-	-	-	-	-
NEW YORK	499	0	0	-	0	0
NORTH CAROLINA	91	30	25	19	10	8
NORTH DAKOTA	4	5	3	0	2	0
OHIO	123	2	0	2	0	0
OKLAHOMA	29	17	5	187	7	8
OREGON	31	0	0	6	0	0
PENNSYLVANIA	127	27	27	-	0	0
PUERTO RICO	3	-	-	9	-	-
RHODE ISLAND	0	0	0	0	0	0
SOUTH CAROLINA	45	10	7	2	1	0
SOUTH DAKOTA	11	6	0	4	2	0
TENNESSEE	75	35	0	4	5	0
TEXAS	118	80	25	80	30	30
UTAH	21	0	1	4	0	0
VERMONT	1	2	0	3	0	0
VIRGINIA	61	2	0	2	0	0
WASHINGTON	1	4	7	2	1	2
WEST VIRGINIA	43	18	13	5	2	1
WISCONSIN	86	0	0	0	0	0
WYOMING	3	2	2	-	2	2
AMERICAN SAMOA	1	0	0	-	1	1
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	2	0	-	0	0
BUR. OF INDIAN AFFAIRS	8	2	0	0	0	0
U.S. AND TERRITORIES	3,388	1,034	703	680	111	98
52 COMPLETE CASES	3,362	1,032	703	671	111	98

LEGEND: BASE YEAR = 1979-80 FIRST YEAR = 1980-81 SECOND YEAR = 1981-82

Table D

SCHOOL PERSONNEL OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
BY TYPE OF PERSONNEL
SCHOOL YEARS 1980 TO 1982

STATE	ALL STAFF			SOCIAL WORKERS			OCCUPATIONAL/RECREATIONAL THERAPISTS		
	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982
ALABAMA	1,152	1,006	920	14	80	50	28	148	138
ALASKA	482	740	866	4	17	15	28	38	34
ARIZONA	3,438	987	1,024	73	15	20	79	40	51
ARKANSAS	116	356	72	1	75	5	5	80	13
CALIFORNIA	22,852	889	1,781	122	4	5	91	3	7
COLORADO	3,488	294	131	352	4	1	212	22	8
CONNECTICUT	3,707	330	320	339	25	25	20	21	21
DELAWARE	807	236	17	41	7	1	20	8	0
DISTRICT OF COLUMBIA	1,487	126	66	86	11	0	78	13	9
FLORIDA	3,079	348	390	243	39	83	185	33	23
GEORGIA	2,809	116	173	129	0	4	92	27	10
HAWAII	892	793	921	31	32	40	25	112	112
IDAHO	809	196	84	17	4	1	0	13	1
ILLINOIS	12,796	1,936	1,724	1,083	192	191	259	103	121
INDIANA	6,151	4,875	3,375	227	700	900	183	275	215
IOWA	3,280	3,215	3,299	194	219	224	85	132	150
KANSAS	2,261	1,375	166	73	27	15	11	39	8
KENTUCKY	23,994	820	705	112	31	31	25	15	12
LOUISIANA	3,180	519	571	17	23	25	20	14	16
MAINE	3,225	1,375	1,513	26	50	55	48	110	121
MARYLAND	4,772	815	642	86	14	41	171	52	47
MASSACHUSETTS	11,466	225	218	984	11	6	187	32	18
MICHIGAN	3,144	540	30	0	0	3	338	57	1
MINNESOTA	1,908	235	259	377	33	44	164	20	30
MISSISSIPPI	915	671	530	49	40	31	35	28	32
MISSOURI	3,138	4,994	4,146	80	216	300	0	299	390
MONTANA	640	91	33	6	0	0	70	6	4
NEBRASKA	303	29	19	6	0	0	9	9	8
NEVADA	484	137	91	5	5	2	2	9	3
NEW HAMPSHIRE	3,436	239	145	215	20	5	173	40	29
NEW JERSEY	9,627	9,370	1,180	872	190	40	102	2,720	940
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	10,372	769	773	986	80	80	0	0	0
NORTH CAROLINA	6,037	1,125	985	950	40	35	140	85	56
NORTH DAKOTA	386	78	61	15	10	5	18	10	8
OHIO	3,506	506	184	81	0	0	190	17	4
OKLAHOMA	1,325	748	400	25	44	11	51	84	46
OREGON	1,527	89	39	27	3	2	31	5	3
PENNSYLVANIA	7,772	1,045	1,045	-	0	0	38	102	102
PUERTO RICO	841	-	-	26	-	-	10	-	-
RHODE ISLAND	1,009	128	0	68	0	0	106	80	0
SOUTH CAROLINA	2,238	182	161	80	4	4	31	4	3
SOUTH DAKOTA	823	285	0	32	10	0	26	30	0
TENNESSEE	3,857	855	90	96	45	5	65	55	10
TEXAS	8,386	1,905	1,800	22	0	0	58	250	190
UTAH	1,083	123	51	83	7	3	26	8	3
VERMONT	944	111	98	3	3	0	19	1	0
VIRGINIA	4,339	852	206	333	0	0	120	12	53
WASHINGTON	3,500	1,765	1,463	82	46	41	173	122	138
WEST VIRGINIA	1,280	470	385	12	22	22	25	40	32
WISCONSIN	3,306	347	191	288	30	22	311	0	0
WYOMING	715	474	131	33	45	8	14	49	17
AMERICAN SAMOA	27	29	38	1	1	2	1	0	0
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	90	24	-	2	2	-	4	0
BUR. OF INDIAN AFFAIRS	986	117	83	34	4	2	34	11	8
U.S. AND TERRITORIES	202,678	48,162	33,061	8,336	3,428	1,861	4,190	5,411	2,884

(Continued)

Table D, Continued

SCHOOL PERSONNEL OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
BY TYPE OF PERSONNEL
SCHOOL YEARS 1980 TO 1982

STATE	HOME-HOSPITAL TEACHERS			TEACHER AIDES			PHYSICAL ED COORDINATORS		
	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982
ALABAMA	17	6	6	735	135	100	8	148	148
ALASKA	15	21	19	228	392	352	4	23	21
ARIZONA	129	0	0	1,682	437	437	107	40	45
ARKANSAS	1	10	2	32	75	10	6	12	6
CALIFORNIA	916	37	69	12,715	367	949	899	26	87
COLORADO	68	0	0	1,197	203	100	48	3	3
CONNECTICUT	116	13	12	1,496	140	140	402	11	11
DELAWARE	7	0	0	289	111	6	38	8	1
DISTRICT OF COLUMBIA	22	0	0	296	25	25	44	4	4
FLORIDA	0	34	2	2,177	131	172	100	8	7
GEORGIA	180	0	0	1,367	2	2	38	0	2
HAWAII	-	2	2	231	317	381	3	0	0
IDAHO	0	0	0	417	79	23	0	34	12
ILLINOIS	2,469	19	24	5,320	886	615	74	22	31
INDIANA	1,570	300	300	1,712	900	900	34	350	250
IOWA	102	89	94	1,863	1,026	1,035	28	28	30
KANSAS	61	5	0	1,485	1,121	108	7	10	14
KENTUCKY	254	29	29	818	500	500	1,399	27	20
LOUISIANA	30	12	13	2,595	252	387	28	22	24
MAINE	80	80	88	542	200	220	629	200	220
MARYLAND	133	27	19	2,380	345	251	144	27	20
MASSACHUSETTS	-	0	0	5,157	138	130	292	7	3
MICHIGAN	0	0	0	909	100	12	0	0	0
MINNESOTA	287	0	0	0	0	0	90	39	42
MISSISSIPPI	38	9	4	904	238	189	35	41	39
MISSOURI	0	0	0	2,411	3,682	3,000	0	188	150
MONTANA	12	0	0	285	10	5	8	3	2
NEBRASKA	0	0	0	-	0	0	-	0	0
NEVADA	15	2	1	308	71	26	6	16	6
NEW HAMPSHIRE	20	4	2	1,491	30	10	106	8	8
NEW JERSEY	907	200	150	483	1,250	250	2,192	0	0
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	323	34	0	5,821	577	0	621	0	0
NORTH CAROLINA	119	90	45	1,896	400	350	280	90	45
NORTH DAKOTA	7	0	0	145	0	10	2	10	8
OHIO	145	0	0	1,412	45	45	158	16	16
OKLAHOMA	67	9	4	48	282	162	190	47	21
OREGON	72	0	0	929	2	1	52	1	1
PENNSYLVANIA	-	0	0	4,700	498	498	-	0	0
PUERTO RICO	201	-	-	92	-	-	23	-	-
RHODE ISLAND	54	0	0	270	0	0	104	30	0
SOUTH CAROLINA	22	2	2	1,074	56	52	219	12	12
SOUTH DAKOTA	10	10	0	210	100	0	196	25	0
TENNESSEE	248	0	0	1,561	80	25	145	165	0
TEXAS	-	0	0	6,050	500	500	100	400	300
UTAH	28	1	1	516	48	19	21	3	1
VERMONT	17	0	0	373	63	59	263	6	21
VIRGINIA	201	26	0	2,046	0	105	62	0	0
WASHINGTON	26	8	6	1,983	738	621	13	37	28
WEST VIRGINIA	98	7	8	509	181	118	10	19	17
WISCONSIN	0	0	0	1,517	289	89	26	13	15
WYOMING	1	0	0	325	100	50	6	29	10
AMERICAN SAMOA	0	2	4	9	0	0	1	3	3
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	4	0	-	10	8	-	2	2
BUR. OF INDIAN AFFAIRS	2	1	1	288	25	20	34	6	0
U.S. AND TERRITORIES	9,086	1,241	908	83,096	17,296	12,787	9,271	2,146	1,883

(Continued)

Table D, Continued

SCHOOL PERSONNEL OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
BY TYPE OF PERSONNEL
SCHOOL YEARS 1980 TO 1982

STATE	SUPERVISORS EMPLOYED 1980	SUPERVISORS NEEDED 1981	SUPERVISORS NEEDED 1982	OTHER NON-INSTRUCTIONAL STAFF EMPLOYED 1980	OTHER NON-INSTRUCTIONAL STAFF NEEDED 1981	OTHER NON-INSTRUCTIONAL STAFF NEEDED 1982	PSYCHOLOGISTS DIAGNOSTIC STAFF EMPLOYED 1980	PSYCHOLOGISTS DIAGNOSTIC STAFF NEEDED 1981	PSYCHOLOGISTS DIAGNOSTIC STAFF NEEDED 1982
ALABAMA	188	9	9	120	0	0	208	230	230
ALASKA	40	51	48	60	17	15	47	62	56
ARIZONA	135	33	33	618	330	330	345	33	35
ARKANSAS	5	2	0	5	0	0	6	30	15
CALIFORNIA	1,006	39	75	2,807	81	209	2,252	65	188
COLORADO	148	3	3	1,104	46	3	295	12	7
CONNECTICUT	300	13	13	254	14	14	459	44	44
DELAWARE	34	9	1	30	13	0	74	43	2
DISTRICT OF COLUMBIA	104	4	0	748	15	0	88	21	9
FLORIDA	261	27	36	-	12	18	294	30	64
GEORGIA	172	18	24	537	2	8	274	21	50
HAWAII	11	14	14	19	96	95	171	41	91
IDAHO	40	3	0	0	0	0	77	8	3
ILLINOIS	454	94	81	2,358	126	112	1,099	185	207
INDIANA	357	320	270	1,201	400	350	380	900	690
IOWA	220	365	368	145	122	128	353	426	437
KANSAS	77	18	0	58	126	15	263	26	3
KENTUCKY	33	24	24	18,459	0	0	79	77	22
LOUISIANA	39	10	11	126	16	18	80	37	41
MAINE	1,145	20	22	85	85	94	711	350	385
MARYLAND	184	20	16	618	77	68	231	80	48
MASSACHUSETTS	533	7	0	2,371	16	6	907	22	10
MICHIGAN	513	29	1	0	0	1	1,679	184	3
MINNESOTA	262	37	38	575	17	16	283	84	52
MISSISSIPPI	150	24	15	0	38	29	110	84	69
MISSOURI	221	21	10	578	0	0	100	171	150
MONTANA	51	4	2	75	2	1	13	8	6
NEBRASKA	43	0	0	33	0	0	44	12	3
NEVADA	15	4	1	12	3	1	57	13	5
NEW HAMPSHIRE	99	20	10	718	30	20	287	40	38
NEW JERSEY	280	0	0	1,802	0	0	1,880	180	40
NEW MEXICO	-	-	-	-	-	-	-	-	-
NEW YORK	726	22	0	704	0	0	1,456	78	78
NORTH CAROLINA	280	40	25	1,910	200	185	405	120	105
NORTH DAKOTA	43	0	0	10	0	0	24	10	5
OHIO	700	314	15	255	4	8	887	27	0
OKLAHOMA	600	33	24	357	39	13	232	66	45
OREGON	72	10	6	46	5	0	134	16	10
PENNSYLVANIA	770	36	36	2,360	232	232	612	118	118
PUERTO RICO	34	-	-	204	-	-	123	-	-
RHODE ISLAND	43	0	0	75	0	0	113	12	0
SOUTH CAROLINA	192	7	7	273	14	14	209	11	10
SOUTH DAKOTA	-	0	0	41	0	0	95	45	0
TENNESSEE	181	45	0	525	50	0	285	115	10
TEXAS	536	150	150	0	100	50	1,406	125	150
UTAH	71	6	3	72	0	5	170	19	7
VERMONT	58	9	3	0	0	0	40	1	1
VIRGINIA	334	202	0	287	243	27	438	0	2
WASHINGTON	230	92	66	319	83	70	511	284	207
WEST VIRGINIA	89	12	8	187	30	20	124	70	62
WISCONSIN	203	0	0	148	0	0	710	25	25
WYOMING	67	74	0	126	0	0	108	110	18
AMERICAN SAMOA	5	7	8	11	9	11	0	2	5
GUAM	-	-	-	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	5	3	-	6	2	-	7	4
BUR. OF INDIAN AFFAIRS	26	6	0	36	21	4	63	11	5
U.S. AND TERRITORIES	12,086	3,189	1,496	43,459	3,704	3,191	21,257	4,778	3,848

(Continued)

Table D, Continued

SCHOOL PERSONNEL OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
BY TYPE OF PERSONNEL
SCHOOL YEARS 1980 TO 1982

STATE	SPEECH PATHOLOGISTS/ AUDIOLOGISTS			WORK-STUDY COORDINATORS/ VOCATIONAL EDUCATION TEACHERS		
	EMPLOYED 1980	NEEDED 1981	NEEDED 1982	EMPLOYED 1980	NEEDED 1981	NEEDED 1982
ALABAMA	5	17	17	20	284	224
ALASKA	72	72	86	24	47	43
ARIZONA	368	34	40	86	35	43
ARKANSAS	53	60	15	5	22	6
CALIFORNIA	2,723	79	303	327	9	24
COLORADO	74	2	3	138	0	3
CONNECTICUT	532	6	6	90	34	34
DELAWARE	74	7	1	25	31	5
DISTRICT OF COLUMBIA	99	34	13	29	9	6
FLORIDA	27	3	4	81	14	11
GEORGIA	85	43	54	138	5	5
HAWAII	93	172	178	21	8	8
IDAHO	98	21	3	0	25	11
ILLINOIS	34	258	287	130	72	85
INDIANA	782	50	40	93	280	170
IOWA	639	607	618	141	301	215
KANSAS	342	3	3	0	0	0
KENTUCKY	480	23	17	2,358	94	50
LOUISIANA	260	14	15	26	19	21
MAINE	120	0	0	984	280	208
MARYLAND	778	106	81	234	67	51
MASSACHUSETTS	1,420	63	28	169	29	20
MICHIGAN	401	10	0	217	161	0
MINNESOTA	-	8	10	152	17	25
MISSISSIPPI	14	104	58	130	71	66
MISSOURI	0	331	280	0	96	96
MONTANA	173	14	11	18	4	2
NEBRASKA	213	0	0	-	8	8
NEVADA	26	9	4	24	7	3
NEW HAMPSHIRE	196	27	16	220	20	10
NEW JERSEY	995	170	20	394	660	130
NEW MEXICO	-	-	-	-	-	-
NEW YORK	0	0	637	861	0	0
NORTH CAROLINA	320	70	66	427	90	83
NORTH DAKOTA	149	24	17	16	14	10
OHIO	97	71	32	363	112	64
OKLAHOMA	224	112	44	141	43	33
OREGON	192	20	12	33	7	4
PENNSYLVANIA	32	34	34	30	35	35
PUERTO RICO	23	-	-	129	-	-
RHODE ISLAND	142	0	0	77	36	0
SOUTH CAROLINA	82	11	11	258	61	46
SOUTH DAKOTA	178	30	0	65	25	0
TENNESSEE	843	35	0	192	65	10
TEXAS	6	30	25	745	380	275
UTAH	118	24	6	49	7	3
VERMONT	147	30	14	83	0	1
VIRGINIA	708	3	0	146	166	19
WASHINGTON	383	376	302	80	108	85
WEST VIRGINIA	342	63	68	54	29	35
WISCONSIN	3	0	0	338	0	0
WYOMING	104	87	13	-	10	15
AMERICAN SAMOA	1	1	1	3	4	4
GUAM	-	-	-	-	-	-
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	4	1	-	6	2
BUR. OF INDIAN AFFAIRS	39	6	6	44	16	10
U.S. AND TERRITORIES	14,777	3,237	3,387	10,264	3,783	2,430

Table E

RATIO OF NUMBER OF HANDICAPPED CHILDREN* SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED			EMOTIONALLY DISTURBED			LEARNING DISABLED			MENTALLY RETARDED		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	14,106	243	58:1	3,903	364	10:1	15,670	481	34:1	35,127	2,264	16:1
ALASKA	2,739	66	42:1	333	32	10:1	5,716	233	25:1	906	119	8:1
ARIZONA	11,275	-	.:1	4,359	433	10:1	22,372	1,547	14:1	6,879	644	11:1
ARKANSAS	11,475	313	37:1	475	59	8:1	13,290	716	18:1	17,433	954	18:1
CALIFORNIA	108,284	681	159:1	28,525	2,186	13:1	117,974	8,826	13:1	39,810	3,392	12:1
COLORADO	10,478	436	24:1	6,405	389	16:1	20,501	1,415	14:1	6,906	598	11:1
CONNECTICUT	14,342	0	.:1	11,585	308	38:1	25,019	1,249	20:1	8,212	691	12:1
DELAWARE	1,898	2	949:1	2,726	220	12:1	6,528	522	13:1	2,629	190	14:1
DISTRICT OF COLUMBIA	1,602	14	114:1	450	204	2:1	1,128	200	6:1	1,309	199	7:1
FLORIDA	41,072	829	50:1	10,931	1,074	10:1	47,829	2,735	17:1	29,973	2,120	14:1
GEORGIA	23,729	624	38:1	13,980	848	16:1	27,098	1,489	18:1	30,274	2,260	13:1
GUAM	382	-	.:1	27	-	.:1	200	-	.:1	921	-	.:1
HAWAII	1,202	15	80:1	371	51	7:1	6,938	482	15:1	2,120	135	16:1
IDAHO	4,176	0	.:1	538	30	18:1	7,891	409	19:1	3,021	223	14:1
ILLINOIS	78,584	1,867	42:1	31,540	2,219	14:1	72,897	4,896	15:1	50,770	4,162	12:1
INDIANA	47,783	14	3413:1	2,053	327	6:1	17,373	1,083	16:1	27,185	2,351	12:1
IOWA	16,044	65	247:1	3,243	328	10:1	23,961	1,740	14:1	12,955	1,578	8:1
KANSAS	12,886	-	.:1	2,990	393	7:1	12,528	802	16:1	7,780	742	10:1
KENTUCKY	22,958	0	.:1	2,623	215	12:1	14,205	1,035	14:1	23,321	1,649	14:1
LOUISIANA	24,840	599	41:1	8,201	574	14:1	29,416	3,296	9:1	20,713	1,853	13:1
MAINE	9,575	130	46:1	3,681	297	12:1	7,840	404	19:1	5,293	430	12:1
MARYLAND	24,488	238	103:1	3,616	404	9:1	46,118	2,264	20:1	11,870	1,447	8:1
MASSACHUSETTS	40,906	2,305	18:1	24,787	1,351	18:1	35,246	1,998	18:1	26,822	1,510	18:1
MICHIGAN	54,127	1,298	42:1	18,063	1,306	14:1	43,472	1,488	30:1	31,188	3,081	10:1
MINNESOTA	23,248	831	28:1	3,945	147	27:1	29,201	2,686	11:1	14,894	1,740	9:1
MISSISSIPPI	14,064	381	37:1	255	33	8:1	8,136	638	13:1	18,720	1,480	13:1
MISSOURI	33,337	813	41:1	6,000	562	11:1	30,592	1,931	16:1	23,192	654	35:1
MONTANA	3,879	80	48:1	459	111	4:1	5,266	91	58:1	1,780	257	7:1
NEBRASKA	10,548	213	50:1	1,398	65	21:1	9,952	206	48:1	7,015	602	12:1
NEVADA	3,086	50	62:1	320	32	10:1	5,380	339	16:1	1,385	107	13:1
NEW HAMPSHIRE	1,626	203	8:1	1,058	214	5:1	6,320	228	28:1	2,453	229	11:1
NEW JERSEY	60,544	248	244:1	13,493	2,136	6:1	45,335	3,113	15:1	18,849	1,376	14:1
NEW MEXICO	4,103	-	.:1	1,623	-	.:1	9,956	-	.:1	3,439	-	.:1
NEW YORK	43,751	2,145	20:1	45,692	3,877	12:1	30,975	4,060	8:1	47,960	3,529	14:1
NORTH CAROLINA	26,946	457	59:1	3,892	596	6:1	34,017	1,436	24:1	43,507	2,650	16:1
NORTH DAKOTA	3,258	0	.:1	291	19	15:1	3,474	159	22:1	2,083	236	9:1
OHIO	85,439	1,255	52:1	4,277	623	7:1	58,214	2,993	19:1	64,422	5,526	12:1
OKLAHOMA	19,109	418	46:1	958	76	7:1	25,035	1,131	22:1	13,781	1,082	13:1
OREGON	11,819	185	64:1	2,265	134	17:1	19,801	496	40:1	5,991	387	15:1
PENNSYLVANIA	72,127	1,655	44:1	12,494	917	14:1	48,307	2,223	21:1	49,276	3,697	13:1
PUERTO RICO	989	57	17:1	1,459	38	38:1	2,670	57	47:1	10,539	388	27:1
RHODE ISLAND	3,437	25	137:1	1,092	75	15:1	8,728	367	24:1	1,989	225	9:1
SOUTH CAROLINA	21,021	415	51:1	4,882	339	14:1	16,240	798	20:1	28,090	1,577	17:1
SOUTH DAKOTA	4,847	-	.:1	309	18	17:1	2,437	105	23:1	1,245	188	7:1
TENNESSEE	31,824	-	.:1	3,084	215	14:1	27,221	934	29:1	23,302	1,583	15:1
TEXAS	70,585	1,981	36:1	11,084	644	17:1	123,751	5,552	22:1	31,033	3,271	9:1
UTAH	7,834	340	23:1	9,850	364	28:1	12,780	375	34:1	3,327	226	15:1
VERMONT	3,168	17	186:1	328	112	3:1	4,481	140	32:1	3,383	236	14:1
VIRGINIA	33,101	927	35:1	9,025	442	11:1	27,842	1,814	15:1	18,950	1,385	14:1
VIRGIN ISLANDS	285	-	.:1	43	-	.:1	146	-	.:1	732	-	.:1
WASHINGTON	11,496	398	29:1	5,486	314	17:1	20,782	1,098	19:1	11,063	618	18:1
WEST VIRGINIA	10,069	193	52:1	828	211	4:1	9,174	650	14:1	11,552	1,073	11:1
WISCONSIN	15,780	1,139	14:1	7,475	892	8:1	33,283	1,750	19:1	15,004	1,760	9:1
WYOMING	2,897	-	.:1	630	30	21:1	4,689	287	16:1	1,044	114	9:1
AMERICAN SAMOA	0	2	0:1	0	-	.:1	49	8	6:1	65	9	7:1
BUR. OF INDIAN AFFAIRS	883	38	23:1	288	87	3:1	2,281	115	20:1	821	116	7:1
TRUST TERRITORIES	228	-	.:1	33	-	.:1	92	-	.:1	19	-	.:1
NORTHERN MARIANAS	0	-	.:1	0	-	.:1	22	-	.:1	9	-	.:1
U.S. AND TERRITORIES	1,188,967	24,170	49:1	331,087	26,705	12:1	1,281,379	74,992	17:1	882,173	68,691	13:1

* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-313

(Continued)

Table E, Continued

RATIO OF NUMBER OF HANDICAPPED CHILDREN* SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	OTHER HEALTH IMPAIRED* PUPILS	OTHER HEALTH IMPAIRED* TEACHERS	OTHER HEALTH IMPAIRED* PUPILS/TEACHER	ORTHOPEDICALLY IMPAIRED* PUPILS	ORTHOPEDICALLY IMPAIRED* TEACHERS	ORTHOPEDICALLY IMPAIRED* PUPILS/TEACHER	MULTIHANDICAPPED* PUPILS	MULTIHANDICAPPED* TEACHERS	MULTIHANDICAPPED* PUPILS/TEACHER	HARD OF HEARING/DEAF* PUPILS	HARD OF HEARING/DEAF* TEACHERS	HARD OF HEARING/DEAF* PUPILS/TEACHER
ALABAMA	518	39	13:1	608	47	9:1	1,307	313	4:1	1,187	-	.:1
ALASKA	59	3	20:1	156	12	13:1	68	9	8:1	205	-	.:1
ARIZONA	609	63	10:1	856	38	22:1	708	226	3:1	898	-	.:1
ARKANSAS	450	10	45:1	442	12	36:1	438	69	6:1	718	-	.:1
CALIFORNIA	35,453	617	57:1	15,194	657	23:1	0	-	.:1	7,172	-	.:1
COLORADO	0	0	.:1	702	35	20:1	1,103	89	12:1	913	135	7:1
CONNECTICUT	944	63	15:1	937	28	21:1	38	100	0:1	1,233	-	.:1
DELAWARE	18	0	.:1	253	33	8:1	48	5	10:1	182	-	.:1
DISTRICT OF COLUMBIA	180	5	36:1	234	28	8:1	188	11	15:1	50	-	.:1
FLORIDA	0	206	0:1	2,735	185	15:1	1,492	0	.:1	2,060	-	.:1
GEORGIA	1,483	122	12:1	560	25	22:1	1,809	111	16:1	2,092	-	.:1
GUAM	0	-	.:1	1	-	.:1	127	-	.:1	97	-	.:1
HAWAII	4	-	.:1	185	22	8:1	184	16	12:1	322	62	5:1
IDAHO	575	0	.:1	483	2	242:1	629	4	157:1	483	18	27:1
ILLINOIS	2,408	-	.:1	4,402	367	12:1	2,450	21	120:1	5,177	-	.:1
INDIANA	400	1	400:1	883	53	16:1	1,123	126	9:1	1,429	-	.:1
IOWA	3	131	0:1	673	119	6:1	667	65	10:1	1,063	-	.:1
KANSAS	703	-	.:1	339	14	24:1	852	16	53:1	785	100	8:1
KENTUCKY	1,013	0	.:1	629	19	33:1	649	89	7:1	1,059	73	15:1
LOUISIANA	1,483	103	14:1	734	43	17:1	1,183	69	17:1	1,681	118	15:1
MAINE	310	15	21:1	346	19	18:1	880	129	7:1	459	-	.:1
MARYLAND	1,838	0	.:1	1,102	84	13:1	2,152	248	9:1	1,868	-	.:1
MASSACHUSETTS	5,640	318	18:1	285	16	18:1	283	16	18:1	8,487	-	.:1
MICHIGAN	0	-	.:1	4,128	559	7:1	53	149	0:1	3,205	389	8:1
MINNESOTA	1,861	271	6:1	1,248	32	39:1	42	0	.:1	1,615	-	.:1
MISSISSIPPI	18	0	.:1	322	48	7:1	130	60	2:1	543	-	.:1
MISSOURI	1,056	97	11:1	717	94	8:1	1,364	75	21:1	1,195	-	.:1
MONTANA	111	51	2:1	129	75	2:1	660	20	33:1	290	-	.:1
NEBRASKA	0	0	.:1	481	18	26:1	326	5	65:1	511	60	9:1
NEVADA	194	25	8:1	266	11	24:1	319	-	.:1	194	-	.:1
NEW HAMPSHIRE	198	188	1:1	206	153	1:1	213	11	19:1	293	-	.:1
NEW JERSEY	2,177	138	16:1	1,882	64	29:1	3,551	175	20:1	2,259	-	.:1
NEW MEXICO	17	-	.:1	182	-	.:1	487	-	.:1	470	-	.:1
NEW YORK	35,407	2,179	16:1	6,920	244	28:1	542	-	.:1	5,208	-	.:1
NORTH CAROLINA	900	51	18:1	1,146	60	19:1	1,542	92	17:1	2,248	-	.:1
NORTH DAKOTA	60	0	.:1	104	0	.:1	198	0	.:1	206	-	.:1
OHIO	0	0	.:1	3,543	309	11:1	1,882	245	7:1	2,676	387	7:1
OKLAHOMA	352	25	14:1	365	33	11:1	643	101	6:1	796	-	.:1
OREGON	639	12	52:1	1,243	25	51:1	85	39	2:1	1,688	-	.:1
PENNSYLVANIA	289	-	.:1	2,096	333	6:1	525	53	10:1	4,804	-	.:1
PUERTO RICO	663	-	.:1	682	12	55:1	1,377	9	153:1	1,372	69	20:1
RHODE ISLAND	187	0	.:1	184	8	23:1	115	0	.:1	258	-	.:1
SOUTH CAROLINA	73	8	9:1	847	58	15:1	822	25	29:1	1,098	-	.:1
SOUTH DAKOTA	19	3	6:1	183	18	10:1	327	21	16:1	445	-	.:1
TENNESSEE	1,534	138	11:1	1,170	195	6:1	1,708	211	8:1	2,358	-	.:1
TEXAS	3,102	22	141:1	2,736	251	11:1	19,067	231	82:1	4,578	-	.:1
UTAH	108	12	9:1	211	13	16:1	1,231	108	11:1	680	-	.:1
VERMONT	185	21	9:1	264	21	13:1	241	19	13:1	293	-	.:1
VIRGINIA	530	5	106:1	513	36	14:1	2,908	477	6:1	1,495	-	.:1
VIRGIN ISLANDS	0	-	.:1	13	-	.:1	15	-	.:1	57	-	.:1
WASHINGTON	1,199	87	18:1	1,018	40	25:1	1,205	82	15:1	1,302	-	.:1
WEST VIRGINIA	787	92	8:1	321	35	9:1	545	31	18:1	410	-	.:1
WISCONSIN	572	39	15:1	915	123	7:1	855	-	.:1	1,284	-	.:1
WYOMING	100	2	50:1	109	2	55:1	334	-	.:1	303	-	.:1
AMERICAN SAMOA	1	-	.:1	3	-	.:1	18	3	9:1	22	-	.:1
BUR. OF INDIAN AFFAIRS	30	3	9:1	39	5	8:1	343	0	1715:1	114	-	.:1
TRUST TERRITORIES	57	-	.:1	26	-	.:1	109	-	.:1	1,140	-	.:1
NORTHERN MARIANAS	0	-	.:1	0	-	.:1	9	-	.:1	15	-	.:1
U.S. AND TERRITORIES	108,292	8,124	21:1	66,248	4,727	14:1	61,965	3,973	16:1	82,873	1,379	60:1

(Continued)

* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-313

Table E, Continued

RATIO OF NUMBER OF HANDICAPPED CHILDREN* SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	HARD OF HEARING			DEAF			VISUALLY HANDICAPPED			DEAF/BLIND		
	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	515	65	8:1	642	40	16:1	521	42	12:1	63	87	1:1
ALASKA	139	9	15:1	72	16	5:1	48	5	10:1	12	5	2:1
ARIZONA	537	133	4:1	361	-	.:1	331	61	5:1	16	-	.:1
ARKANSAS	323	27	12:1	395	6	66:1	317	4	79:1	29	1	29:1
CALIFORNIA	2,838	456	6:1	4,334	417	10:1	2,854	401	7:1	267	76	4:1
COLORADO	913	-	.:1	0	-	.:1	285	90	8:1	33	8	4:1
CONNECTICUT	521	25	21:1	712	0	.:1	642	31	21:1	1	0	.:1
DELAWARE	51	27	2:1	131	0	.:1	124	11	11:1	31	4	8:1
DISTRICT OF COLUMBIA	48	7	7:1	2	1	2:1	55	14	4:1	41	11	4:1
FLORIDA	0	90	0:1	2,060	284	7:1	853	190	5:1	18	26	1:1
GEORGIA	912	92	10:1	1,190	65	18:1	804	84	10:1	38	17	2:1
GUAM	29	-	.:1	88	-	.:1	27	-	.:1	8	-	.:1
HAWAII	129	-	.:1	193	-	.:1	52	10	5:1	24	1	24:1
IDAHO	169	-	.:1	314	-	.:1	250	9	28:1	20	0	.:1
ILLINOIS	2,385	285	8:1	2,792	386	7:1	2,147	261	8:1	188	-	.:1
INDIANA	658	104	6:1	771	112	7:1	901	78	8:1	28	5	6:1
IOWA	685	174	4:1	378	90	4:1	321	120	3:1	39	10	4:1
KANSAS	467	-	.:1	298	-	.:1	251	33	8:1	39	83	0:1
KENTUCKY	615	-	.:1	444	0	.:1	447	25	18:1	183	0	.:1
LOUISIANA	910	-	.:1	1,171	-	.:1	551	32	17:1	36	3	13:1
MAINE	225	19	19:1	234	9	26:1	135	26	5:1	8	9	1:1
MARYLAND	1,047	91	12:1	821	34	24:1	673	107	6:1	38	0	.:1
MASSACHUSETTS	5,642	318	18:1	845	48	18:1	1,128	63	18:1	283	16	18:1
MICHIGAN	1,963	-	.:1	1,242	-	.:1	1,149	94	12:1	0	0	.:1
MINNESOTA	1,186	136	9:1	429	42	10:1	474	46	10:1	20	0	.:1
MISSISSIPPI	272	34	8:1	271	0	.:1	228	11	21:1	14	1	14:1
MISSOURI	540	111	5:1	855	3	218:1	430	36	12:1	51	-	.:1
MONTANA	141	35	4:1	149	6	25:1	190	6	32:1	17	3	6:1
NEBRASKA	341	-	.:1	170	-	.:1	187	25	7:1	0	0	.:1
NEVADA	77	6	13:1	117	19	6:1	74	9	9:1	9	-	.:1
NEW HAMPSHIRE	127	40	3:1	166	17	10:1	257	26	10:1	3	3	1:1
NEW JERSEY	1,011	251	4:1	1,248	125	10:1	1,428	105	14:1	60	4	15:1
NEW MEXICO	404	-	.:1	66	-	.:1	156	-	.:1	46	-	.:1
NEW YORK	1,838	138	13:1	3,370	396	9:1	2,081	499	4:1	51	-	.:1
NORTH CAROLINA	1,253	78	16:1	993	234	4:1	845	91	9:1	53	19	3:1
NORTH DAKOTA	111	11	10:1	95	4	24:1	87	4	22:1	15	0	.:1
OHIO	0	-	.:1	2,676	-	.:1	1,023	122	8:1	96	2	48:1
OKLAHOMA	289	38	8:1	507	67	8:1	323	29	11:1	35	187	0:1
OREGON	782	87	9:1	906	73	12:1	599	31	19:1	15	6	3:1
PENNSYLVANIA	3,205	143	22:1	1,599	252	6:1	2,318	127	18:1	8	-	.:1
PUERTO RICO	341	-	.:1	1,031	-	.:1	1,217	3	406:1	87	9	10:1
RHODE ISLAND	89	1	89:1	169	0	.:1	61	0	.:1	20	0	.:1
SOUTH CAROLINA	785	79	10:1	312	21	15:1	578	45	13:1	18	2	9:1
SOUTH DAKOTA	340	9	38:1	105	14	8:1	55	11	5:1	3	4	1:1
TENNESSEE	1,661	118	14:1	697	85	8:1	793	75	11:1	9	4	2:1
TEXAS	1,374	-	.:1	3,204	406	8:1	1,465	118	12:1	241	60	4:1
UTAH	251	21	12:1	429	24	18:1	303	21	14:1	23	4	6:1
VERMONT	152	19	8:1	141	3	47:1	85	1	85:1	18	3	6:1
VIRGINIA	847	96	9:1	648	52	12:1	1,642	61	27:1	45	2	23:1
VIRGIN ISLANDS	17	-	.:1	40	-	.:1	12	-	.:1	15	-	.:1
WASHINGTON	548	40	14:1	754	40	19:1	418	1	418:1	41	2	21:1
WEST VIRGINIA	190	35	5:1	220	39	6:1	256	43	6:1	22	5	5:1
WISCONSIN	663	144	5:1	601	39	15:1	414	86	5:1	49	0	.:1
WYOMING	144	7	21:1	59	16	4:1	46	3	15:1	21	-	.:1
AMERICAN SAMOA	10	-	.:1	12	2	6:1	5	1	5:1	4	-	.:1
BUR. OF INDIAN AFFAIRS	108	7	14:1	6	3	2:1	42	8	5:1	0	0	0:1
TRUST TERRITORIES	1,122	-	.:1	18	-	.:1	18	-	.:1	23	-	.:1
NORTHERN MARIANAS	4	-	.:1	11	-	.:1	2	-	.:1	1	-	.:1
U.S. AND TERRITORIES	41,838	3,601	12:1	41,335	3,488	12:1	32,879	3,365	10:1	1,578	680	4:1

(Continued)

* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-313

Table E, Continued

RATIO OF NUMBER OF HANDICAPPED CHILDREN* SERVED TO SPECIAL EDUCATION TEACHERS EMPLOYED BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1979-1980

STATE	TOTAL		
	PUPILS	TEACHERS	PUPILS/ TEACHER
ALABAMA	72,378	3,964	18:1
ALASKA	10,242	508	20:1
ARIZONA	48,303	3,145	15:1
ARKANSAS	45,027	2,171	21:1
CALIFORNIA	355,533	17,709	20:1
COLORADO	47,228	3,155	15:1
CONNECTICUT	62,551	2,493	25:1
DELAWARE	14,434	1,014	14:1
DISTRICT OF COLUMBIA	5,217	694	8:1
FLORIDA	136,963	7,709	18:1
GEORGIA	101,847	5,736	18:1
GUAM	1,790	-	.:1
HAWAII	11,382	773	15:1
IDAHO	18,066	695	26:1
ILLINOIS	250,463	14,463	17:1
INDIANA	98,818	4,224	23:1
IOWA	58,969	4,420	13:1
KANSAS	38,733	2,183	18:1
KENTUCKY	67,087	3,105	22:1
LOUISIANA	85,640	6,289	14:1
MAINE	24,307	1,473	17:1
MARYLAND	93,763	4,917	19:1
MASSACHUSETTS	141,869	7,950	18:1
MICHIGAN	155,385	8,324	19:1
MINNESOTA	82,346	5,931	14:1
MISSISSIPPI	42,430	2,666	16:1
MISSOURI	98,134	4,375	22:1
MONTANA	12,781	736	17:1
NEBRASKA	30,386	1,194	25:1
NEVADA	11,207	598	19:1
NEW HAMPSHIRE	12,627	1,290	10:1
NEW JERSEY	149,578	7,733	19:1
NEW MEXICO	20,479	-	.:1
NEW YORK	218,587	17,067	13:1
NORTH CAROLINA	114,894	5,764	20:1
NORTH DAKOTA	9,776	433	23:1
OHIO	201,352	11,432	18:1
OKLAHOMA	60,997	3,187	19:1
OREGON	44,145	1,475	30:1
PENNSYLVANIA	190,244	9,400	20:1
PUERTO RICO	21,035	642	33:1
RHODE ISLAND	16,071	701	23:1
SOUTH CAROLINA	71,466	3,367	21:1
SOUTH DAKOTA	9,850	389	25:1
TENNESSEE	93,004	3,538	26:1
TEXAS	267,612	12,516	21:1
UTAH	36,127	1,508	24:1
VERMONT	12,424	592	21:1
VIRGINIA	91,051	5,297	17:1
VIRGIN ISLANDS	1,318	-	.:1
WASHINGTON	54,049	2,697	20:1
WEST VIRGINIA	33,964	2,406	14:1
WISCONSIN	65,611	5,970	11:1
WYOMING	9,873	461	21:1
AMERICAN SAMOA	167	24	7:1
BUR. OF INDIAN AFFAIRS	4,839	353	14:1
TRUST TERRITORIES	1,742	-	.:1
NORTHERN MARIANAS	58	-	.:1
U.S. AND TERRITORIES	4,036,219	220,854	18:1

* CHILDREN 3-21 YEARS OLD SERVED UNDER P.L. 94-142 AND P.L. 89-313

Appendix 5

Table A

STATE GRANT AWARDS UNDER P. L. 94-142,
FISCAL YEARS 1977-1981

STATE	FY 1977	FY 1978	FY 1979	FY 1980	FY 1981
ALABAMA	3,365,542	3,776,498	9,199,597	14,638,340	16,142,271
ALASKA	490,567	490,567	1,141,091	1,496,568	1,815,450
ARIZONA	1,921,124	2,537,384	6,318,460	9,480,690	10,712,944
ARKANSAS	1,829,462	1,829,462	4,821,148	7,810,823	9,109,702
CALIFORNIA	18,609,066	23,333,515	49,893,306	70,607,419	79,687,992
COLORADO	2,335,174	2,845,535	6,464,413	9,210,259	9,903,380
CONNECTICUT	2,763,013	3,922,276	9,036,317	12,608,399	13,505,455
DELAWARE	622,204	778,246	1,899,113	2,388,519	2,703,088
DISTRICT OF COLUMBIA	668,848	668,848	668,848	889,169	668,848
FLORIDA	6,380,764	7,978,528	18,586,203	25,966,473	29,403,063
GEORGIA	4,618,356	5,926,761	13,159,542	20,397,400	22,520,969
GUAM	501,668	634,920	1,269,839	1,384,125	1,505,928
HAWAII	836,262	836,262	1,588,630	2,152,962	2,383,302
IDAHO	781,714	895,985	2,630,753	3,636,051	3,969,749
ILLINOIS	10,221,515	14,912,002	33,570,710	46,144,147	49,727,517
INDIANA	5,010,905	5,839,638	12,344,388	19,349,909	20,896,619
IOWA	2,634,753	3,293,313	8,020,418	11,886,752	13,165,923
KANSAS	2,060,933	2,561,030	5,220,452	7,617,628	8,348,480
KENTUCKY	3,098,951	3,890,046	8,853,680	12,917,126	14,627,089
LOUISIANA	3,775,472	5,860,310	12,809,566	18,697,366	18,032,390
MAINE	960,286	1,430,099	3,093,590	4,862,830	5,178,763
MARYLAND	3,835,476	5,108,388	13,020,301	18,061,726	20,435,211
MASSACHUSETTS	5,212,919	8,442,257	19,103,830	27,132,919	29,052,864
MICHIGAN	8,817,578	10,074,857	22,185,712	30,918,947	32,662,429
MINNESOTA	3,758,157	4,935,284	11,381,563	16,675,984	18,484,039
MISSISSIPPI	2,317,010	2,317,010	4,836,602	8,103,290	9,331,896
MISSOURI	4,267,874	6,398,215	13,544,797	20,561,284	21,520,304
MONTANA	735,291	735,291	1,553,351	2,571,016	2,787,971
NEBRASKA	1,398,141	1,770,296	4,192,534	6,560,510	6,771,565
NEVADA	599,425	599,425	1,585,508	2,272,986	2,457,972
NEW HAMPSHIRE	760,460	760,460	1,410,832	2,013,039	2,032,877
NEW JERSEY	6,457,792	9,837,092	22,185,088	30,899,264	32,226,894
NEW MEXICO	1,128,789	1,128,789	2,515,083	3,999,549	4,533,290
NEW YORK	15,738,278	15,782,022	33,590,847	40,613,157	44,906,897
NORTH CAROLINA	4,992,790	6,519,459	14,280,965	21,911,084	24,886,341
NORTH DAKOTA	671,532	671,532	1,353,231	1,981,589	2,092,340
OHIO	10,057,668	11,052,816	25,431,188	38,035,508	42,757,590
OKLAHOMA	2,354,020	2,848,682	7,528,703	11,954,145	13,416,260
OREGON	1,975,798	2,343,180	5,070,752	7,919,081	8,956,731
PENNSYLVANIA	10,378,532	13,806,578	26,303,162	36,715,448	39,702,260
PUERTO RICO	2,899,064	2,899,064	2,899,064	3,947,773	4,461,798
RHODE ISLAND	843,286	1,046,913	2,044,598	2,878,460	3,477,474
SOUTH CAROLINA	2,710,586	4,967,615	10,768,402	14,655,884	15,832,244
SOUTH DAKOTA	698,770	698,770	1,314,050	1,907,349	2,104,369
TENNESSEE	3,707,002	5,812,671	14,768,309	22,953,867	20,742,741
TEXAS	11,265,148	15,522,153	41,631,558	55,107,937	57,396,480
UTAH	1,213,009	2,057,060	5,485,978	7,307,831	7,908,859
VERMONT	539,113	539,113	844,501	2,113,595	2,301,143
VIRGINIA	4,561,746	5,296,653	12,178,610	17,937,636	19,902,990
VIRGIN ISLANDS	319,268	404,071	808,142	880,874	958,391
WASHINGTON	3,201,385	4,867,187	7,518,556	10,492,023	11,612,612
WEST VIRGINIA	1,567,670	2,078,304	4,509,105	6,481,990	7,459,706
WISCONSIN	4,348,328	4,348,328	8,772,508	12,368,991	11,370,398
WYOMING	470,988	470,988	1,162,321	1,866,912	2,008,365
AMERICAN SAMOA	180,508	228,445	456,910	498,032	541,859
BUR. OF INDIAN AFFAIRS	1,951,207	2,493,437	5,582,918	7,916,796	8,658,416
TRUST TERRITORIES	578,813	732,554	1,297,586	1,414,369	1,538,833
NORTHERN MARIANAS	-	-	167,523	182,600	198,669
TOTAL	200,000,000	253,837,112	563,874,752	803,956,400	874,500,000

Appendix Notes

Source: FY 1980 State End-of-Year Reports. A dash generally indicates that the data were not available for the State.

Appendix 3 (A number of States reported children served in noncategorical placement; the data were proportionally distributed across categories. The following States and territories are included in this category: Connecticut, District of Columbia, Louisiana, Kansas, New Jersey, South Dakota, Virginia, West Virginia, Wisconsin, and American Samoa.)

1. California--The State reported counts of multihandicapped students in other handicapping categories; these categories were not specified by the State.

2. Florida--The State count of multihandicapped includes children classified as autistic and "profoundly retardedly disturbed."

3. Hawaii--The State reported a combined count of orthopedically impaired and other health impaired; the data were reported under the category of other health impaired.

4. Kansas--The State combined the counts of orthopedically impaired children and other health impaired children; the data are presented under the category of orthopedically impaired. Also, the State combined the counts of deaf/blind children and multihandicapped children; the data were reported under the category of deaf/blind children.

5. Nebraska--The State combined the count of other health impaired children with the count of orthopedically impaired children; the data were reported under the category of orthopedically impaired.

6. Ohio--No deaf counts were reported; also, no other health impaired counts were reported.

7. Pennsylvania--The State did not report counts for children receiving special education in other educational environments for the age category three to five years.

Appendix 4

Tables A and C

1. Connecticut--The State did not report a count for teachers of the hard of hearing.

2. Illinois--The State counts of early childhood and cross-categorical teachers were distributed proportionally across handicapping conditions.

3. Louisiana--The State included a count of teachers who serve a noncategorical population; this count was distributed proportionally among teachers of the learning disabled and teachers of the speech impaired.

4. Michigan--The State reported a combined count of teachers of the health impaired and teachers of the orthopedically impaired; the data were presented under the category of orthopedically impaired.

5. Minnesota--The State included counts of teachers of the deaf/blind with teachers of the deaf.

6. Montana--The State reported an additional 60 teachers who served a noncategorical population; these teachers were distributed proportionally among teachers of the mentally retarded, emotionally disturbed, and learning disabled.

7. Nevada--The data presented are the data reported by the State in FY 1979.

8. Ohio--The State reported combined counts for teachers of the other health impaired and orthopedically impaired; the data were presented under the category of orthopedically impaired.

9. Pennsylvania--The data presented are the data reported by the State in FY 1979.

Tables B and D (The category of "physical therapist" was included with the category "recreational therapist" unless otherwise noted.)

1. Illinois--The State counts of art therapists (11.25), driver education teachers (4.5), home economists (4), music therapists (7.5), braillest (1),

and school teacher nurses (460) were not included in the data presented.

2. Kansas--The State count of teachers of the other health impaired were included with the count of home-hospital staff. Combined counts of teachers of the speech impaired and speech pathologists were reported; the data were presented under the category of speech pathologists. Also, the State reported a combined count of work-study coordinators and teachers aides which were reported under the category of teachers aides.

3. Michigan--The State included counts of school social workers with psychologists and physical education teachers with work-study coordinators and vocational education teachers.

4. Minnesota--The State included the counts for speech pathologists, audiologists, vocational education teachers, work-study coordinators, physical education teachers, and recreational therapists; these were included in the count of other diagnostic staff.

5. Mississippi--The State counts for instructional staff other than teachers were not provided. The data presented for other staff members are the State's projections for the number needed as reported in FY 1979.

6. Missouri--The State reported counts for occupational therapists, home-hospital teachers, speech therapists, audiologists, vocational education teachers, work-study coordinators, physical education teachers, and recreational therapists; these were included in the count of other diagnostic staff.

7. Nevada--The data presented are the data reported by the State in FY 1979.

8. Pennsylvania--The data presented are the data reported by the State in FY 1979.

9. Rhode Island--The State did not report a separate count of diagnostic staff but distributed these personnel in other personnel categories; the categories in which these personnel were distributed were not provided.